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ABSTRACT

Drawing from a review of the literature, input from experts on student retention, and the opinions of educators throughout Alabama, this manual provides guidelines for conducting institutional research on retention, implementing programs to enhance the quality of the educational experiences of two-year college students in the state, and developing effective retention programs. Chapter 1 discusses the purposes of the Alabama student retention effort, which involved the formation of a task force to study retention efforts at individual colleges and collaborate in the promotion of programs and practices that account for high student success rates. Chapter 2 traces the activities of the task force, the establishment of retention as a management priority, the design of the self-study process, and the methodologies used by pilot institutions in retention self-studies. Chapter 3 recommends strategies and tactics to retain students in the phases of pre-enrollment, college entry, and enrollment, and to gather follow-up data after they leave the college. Finally, chapter 4 presents conclusions and recommendations of the Alabama State Task Force on Retention. A course and program placement student profile form and a 40-item bibliography are appended. (JMC)

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Focusing on Retention:
A Commitment to Student Success

a report of the
Task Force on Retention
submitted to
Charles L. Payne, Chancellor
Alabama Department of Postsecondary Education

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FOCUSING ON RETENTION:
A COMMITMENT TO STUDENT SUCCESS

A Resource Manual for Alabama State
Community, Junior, and Technical Colleges

Report of the
Alabama State Task Force on Retention
submitted to

Dr. Charles Payne, Chancellor
Alabama State Department of Postsecondary Education

February, 1985

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Office of Dean of Students
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February 1, 1985

Dr. Charles L. Payne
Chancellor
Department of Postsecondary Education
419 South Perry Street
Montgomery, AL 36104

Dear Dr. Payne:

This manual is presented to you, the Alabama Department of Postsecondary Education, and the Alabama system of two-year colleges by the State Task Force on Retention. It is the Task Force's hope that this manual which represents a review of current literature, input from experts in the field of retention and the consensus of opinions of educators representative of colleges throughout the state, will serve Alabama's two-year college system by providing a guide for retention self study, a compendium of ideas aimed at enhancing the quality of educational experiences enjoyed by students in this system, and providing suggestions for the technical implementation of an effective retention program.

Our major concern has been that of addressing the needs of students in Alabama's two-year college system. We have, to the best of our ability, met the challenge of providing this system with a practical manual for increasing the student success rate in Alabama's two-year college system, thereby increasing retention rates of our students.

Sincerely,

Jo N. Beene

Jo N. Beene
Task Force Chairperson

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*Self study pilot
institutions

EXECUTIVE SUMMARY

In response to the Deans of Students Association's request, and the unanimous endorsement of the joint council of Presidents, that a State Task Force be appointed to conduct a study of the retention efforts in practice among Alabama's two-year colleges and to provide direction for the enhancement of this system's programs and practices aimed at quality educational experiences for our students, a State Task Force on Retention was appointed by the Chancellor, Alabama Department of Postsecondary Education. The Task Force was comprised of representatives from two-year colleges throughout the system.

After reviewing the available literature, consulting experts in the area of retention studies, and reviewing programs and practices employed by colleges throughout the system, the State Task Force on Retention concluded that the process of retention self study should be employed by each institution. The Task Force developed a plan for conducting such a self study and has provided the plan in this manual.

The Task Force further concluded that a coordinated retention service should be established as a management priority in each college.

Finally, the State Task Force has referenced a student information system which this group believes to be imperative to the effective operation of a retention-oriented approach to education.

The State Task Force on Retention presents this manual in a practical and usable format with the anticipation that two-year colleges throughout the system will employ the process and utilize those recommendations suitable to their unique character and needs.

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INTRODUCTION

Two-year institutions in Alabama share with institutions nationwide the desire for more efficient and effective student retention. This desire and resultant conscious effort to enhance enrollment management practices have stemmed from both idealistic and pragmatic stimuli. With Alabama's Chancellor for two-year postsecondary education having pledged renewed commitment within the postsecondary system to quality education, Alabama's community, junior, and technical colleges have begun to reassess the quality of the educational experiences within their respective institutions and to reaffirm their commitments to student success.

In the study, What Works in Student Retention (Beal and Noel, 1980), the researchers report that two-year public institutions are experiencing attrition rates of 43% - 45% in the first quarter. Mingle and Norris warn of the danger of self-perpetuating phenomenon of enrollment decline once the attrition rate has reached proportions which effect a revenue crisis. They state,

> A state revenue crisis or a drop in freshman class enrollment lead to expenditure cuts resulting in physical deterioration of the campus, cuts in counseling and in student services, personnel cuts, and a sagging morale among faculty who remain. This in turn affects the attitudes of the students as they witness the dissension and deterioration of services which accompany retrenchment. The results are declines in retention rates and another round of retrenchment (Mingle and Norris, 1981, p.2).

Then, other factors contribute to the need for creative enrollment management.

> In the past few years, recognition of the imminent decline in the number of college-age students has made it urgent for institutions to understand which students drop out and why, and to find ways to influence them to stay. Thus the concern about attrition has now taken on the dimension of an urgent administrative necessity (Ramist, 1981, p. 1).

Additionally, "Community college students are dropping their classes at increasing rates ... Drop rates for individual courses typically range from 30% to 60%" (Friedlander, 1981, p. 1).

Therefore, in view of the above noted considerations--renewed commitment to quality education and student success, excessively high attrition rates, the prospect of perpetuating an attrition-retrenchment-attrition syndrome, a decline in traditional college age students, and exorbitantly high course withdrawals among two-year college students -- little doubt exists that innovative enrollment management, institutionally and systemwide, must become a priority of administrators, faculty and staff in Alabama's postsecondary system.

Consequently, in August 1983, the Deans of Students Association of Alabama's two-year institutions proposed that a task force be appointed to conduct a study of the retention efforts in their individual institutions and to collaborate in the promotion of those programs and practices which account for higher student success rates among postsecondary institutions. A resolution was presented to the Chancellor, Department of Postsecondary Education. The Chancellor sanctioned such a study and appointed the following individuals to serve as a task force for the study of retention in Alabama's two-year postsecondary institutions and the eventual development of a model for improvement: Dr. Jo N. Beene, Dean of Students, Calhoun Community College (Chairperson); Dr. Marilyn Beck, Academic Dean, Wallace State Junior College; Mr. Ed Blake, Technical Dean, Bessemer State Technical College; Dr. Al Evans, Academic Dean, Lawson State Community College; Mr. Tommy Gilmore, Dean of Students, Southwest State Technical College; Mr. Erskine Penton, Dean of Students, Nunnelley State Technical College; Dr. Garlan Gudger, Dean of Students, Wallace State Community College - Hanceville; Mr. Tommy Johnson, Dean of Students, Enterprise State Junior College; and Dr. Jo Morris, Academic Dean, Jefferson State Junior College. Dr. John A. Johnson who initiated the retention study effort was appointed as a liaison for the Department of Postsecondary Education. The resolution and committee appointments were unanimously approved by the two-year system Presidents on August 17, 1983.

ORGANIZATION OF THE MANUAL

The manual is divided into the following four chapters:

Chapter I includes the statement of the problem, its purpose and significance, limitations of the study, and definitions of terms.

Chapter II includes retention as a management priority, the rationale for the design of the study, the development of the action plan, and the college self study process.

Chapter III lists the Task Force's compendium of ideas for increasing the retention power of two-year colleges in Alabama.

Chapter IV includes the Task Force's conclusions and recommendations.

CHAPTER I

THE STUDY

- Statement of the Problem
- Purpose and Significance of the Effort
- Limitations of the Study
- Definition of Terms

STATEMENT OF THE PROBLEM

Studies from the 1920's to the late 1970's focused on attrition rather than on student success/retention (1980, p.v). As a result, volumes of research were published to illustrate the effects on students of variables beyond the control of either themselves or their institutions (i.e., extensive financial difficulties, poor health, family relocation). "It was not until the 1970's that serious consideration was given to the institutions themselves" (1980, p.v). During the last six to eight years, the idea that institutions either encourage or discourage a successful college experience for individual students began to be given more widespread attention and began to be accepted as a plausible assumption.

Nevertheless, little attention has been directed to the search for the programs and practices that work to promote student success (attainment of stated goals) in Alabama's two-year postsecondary institutions. Such programs and practices warrant discovery and promotion.

PURPOSE AND SIGNIFICANCE OF THE EFFORT

The purpose of the Alabama retention effort as undertaken by the State Task Force on Retention was to determine the following:

(1) Which existing programs and practices within Task Force institutions are conducive to student success and the retention of students,

(2) Which existing programs and practices within Task Force institutions are prohibitive to student success and/or persistence, and

(3) What programs and practices can be recommended which will enhance possibilities for Alabama's two-year postsecondary students to have higher quality educational experiences and increased likelihood of success and persistence in their educational endeavors.

In view of the scarcity of quantifiable data relative to enrollment management within Alabama's postsecondary system, and in light of previously noted catapulting attrition rates, this effort should be significant to Alabama's two-year postsecondary institutions' personnel who are challenged with the dual (but complementary) tasks of enhancing the quality of the educational experiences offered by their institutions and increasing the likelihood of student persistence.

LIMITATIONS OF THE STUDY

This study was limited in that only those two-year postsecondary institutions represented by Task Force pilot institutions were involved in the self study process. This resource manual was developed exclusively by those institutions named to the Alabama State Task Force on Retention.

DEFINITIONS OF TERMS

Retention - The enrollment of those students for whom continuance of their education at the college is appropriate to their stated goals.

Uncontrollable Attrition - Students leaving their educational pursuits at a particular institution as a result of unalterable variables such as the following:

1. The attainment of the student's original educational goal,
2. Health concerns,
3. Geographical relocation of the student's family,
4. Transfer to another postsecondary institution in order to pursue a program of study not available within the institution of original enrollment, and/or
5. The need for extensive financial support beyond that available from typical financial aid resources.

Controllable Attrition - Attrition due to institutional programs and practices or which can in any way be influenced by the institution.

State Task Force - That group of Alabama Deans of Students, Academic Deans, and the postsecondary liaison appointed by the Chancellor to study retention and make specific recommendations for the Alabama community, junior and technical colleges.

Institutional Task Force - That group of faculty, staff, and students on the five Alabama two-year college campuses who were members of the working committees who carried out the retention self studies as outlined by the State Task Force.

Retention Committee - Institutionally appointed groups dedicated to the study of a specific phase or element within a phase.

Colleges - The Alabama community, junior, and technical colleges.

Phase - A period of time during which the student has a discrete relationship with the institution (i.e., Pre Enrollment Phase).

Enrollment Management - The strategic positioning of institutional policies, procedures, programs, and practices so as to effect quality educational experiences for students enrolled in this institution.

Strategy - Objective aimed at meeting the goal of quality education, thereby retaining the student.

Tactic - An action designed for the purpose of fulfilling a stated strategy.

Student Goal - The stated purpose for which a student is involved in the college experience.

Student Success - The attainment of the goal developed by the student through a rational process of decision-making.

Market Segmentation - Assessing the market for the purpose of identifying particular groups for which particular marketing strategies may be most effective, then aiming appropriate strategies at those particular groups.

Retention Coordinator - One person on each campus specifically responsible for the organized retention effort (flow of information, etc.)

The Student Success System - A series of checkpoints designed to determine whether or not students are meeting their self stated goals, whether or not students are being served through appropriate institutional services, and whether or not students who meet their self-stated goals are meeting with success once they have completed their studies. The student success system is comprised of a set of procedures and intervention tactics which have been designed to promote recruitment, retention, and success at all phases.

CHAPTER II

THE ALABAMA RETENTION SELF STUDY PROCESS

- Organization of the Task Force Effort
- Retention as a Management Priority
- Rationale for the Design
- Development of the Action Plan by the State Task Force
- College Retention Self Study Process

CHAPTER II

ORGANIZATION OF TASK FORCE EFFORT

As stated earlier, this retention effort was initiated by the Deans of Students Association of Alabama's two-year postsecondary institutions in August 1983 with their proposal that a state task force be appointed to conduct a study of the retention efforts in their individual institutions and to collaborate in the promotion of those programs and practices which account for higher student success rates. Such a resolution was presented to the Chancellor for Postsecondary Education who sanctioned the effort and appointed a ten member State Task Force on Retention comprised of Deans of Students and Academic Deans representative of community, junior, and technical colleges throughout the state along with a liaison for the Department of Postsecondary Education. This Task Force appointed an individual to serve as research coordinator who would assume responsibility for writing the final report.

The process was set in motion in December 1983 with a kickoff by retention expert Lee Noel, American College Testing Program, in a meeting attended by State Task Force members, and their counterparts, Presidents of their respective institutions, and the Chancellor for the Department of Postsecondary Education. With the Chancellor's commitment to the cause and Task Force members' Presidents and counterpart administrators supportive of the effort, the State Task Force on Retention set about to organize a plan for ascertaining their institutions' status with regard to retention oriented programs and practices.

RETENTION AS A MANAGEMENT PRIORITY

The fundamental challenge of management in any organization is (1) to create an environment that fosters continuous progress and (2) to provide clear and meaningful direction for progress. There is a tendency inherent in every organization to establish protective, psychological boundaries around it; to focus on internal needs and issues; and to become preoccupied with inputs, procedures, and internal self-interest conflicts. When external environments remain relatively stable, the natural tendency of the organization is to become directionless or even stagnant. When external environments become unstable or change, the natural tendency of the organization is first to ignore or deny the change, second to become apprehensive and withdrawn (isolationist), and finally to generate internal conflicts based upon frustration, fear, and a personal sense of urgency.

It is when external environments are changing that managers face the greatest challenge. Clearly, this decade portends great challenges for college leaders. The rate of social, economic, and technological change is rapid and continues to increase. The continuous increase in the rate of growth of knowledge is particularly pertinent to colleges as fundamental knowledge and information industries. But possibly the most disruptive influence of all is the demographic shift to relatively higher percentages of older adults and relatively lower percentages and actual decreases in numbers of traditional college-age adults.

As these and other influences combine to impact on college environments, ever greater numbers of colleges will be perceived as directionless, stagnant, or plagued by frustration, fear, and a sense of urgency. The best method of converting from negative to positive the psychological aspects of such environments (and particularly those driven by personal urgency) is to generate public, collective action.

Historically, enrollment with an emphasis on recruiting new students has been the principal focus of such calls to action. Because numbers of students translates directly into budgets, management most often responds by attacking the problem directly, usually increasing frustration and fear in the process. The percentage of success of these efforts has been poor, and many that are considered successes have had long-term deleterious effects on the institution.

The reason for the poor rate of success and the deleterious effects is that the focus is too narrow and the corresponding intrinsic motivation for faculty and staff is based solely upon lower level needs rather than the broad range of needs (i.e., Maslow's hierarchy) necessary for sustained, continuous commitment.

An effective college is a finely woven fabric of values, commitments, and interrelationships as well as brick and mortar, personnel, equipment and supplies, and clients. The elements cannot be addressed exclusive of their interrelationships. The goals of the college and of higher education in general as perceived by the vast majority of college personnel do not include but merely assume adequate enrollment. This appears generally appropriate and possibly is essential to institutional effectiveness. The attention and commitment must be to the process of educating.

However, this focus also can be too narrow, particularly when faculty members perceive their roles as limited to the presentation of information as skills as specified in a course description.

When management focuses on enrollment with emphasis upon recruitment (numbers of students) and the faculty and staff do not perceive this focus as relevant to their individual responsibilities, the result is not a partnership for institutional effectiveness. Although adequate enrollment is clearly essential to institutional effectiveness, often faculty and staff perceive the narrow focus on enrollment as detrimental to their commitment to the quality of education. Of equal importance, the narrow focus on enrollment addresses only the symptom and does not address the cause nor offer a process by which to re-position the college to better respond to future changes in the environment.

What is needed then is a broader focus that is more completely linked to the goals of higher education, that can be perceived as relevant to all personnel roles and responsibilities, that contributes directly to institutional effectiveness, that links the college to its external environment, and that is sufficiently tangible to generate action. Establishing retention as a central priority of management can fulfill these requirements by directly linking institutional effectiveness and individual student success. In fact, the success of this approach is confidently asserted herein only if the focus on retention is a genuine commitment to student success.

Retention should not be a goal but the by-product of improved services to students. With student success as the goal, retention serves as a relatively non-threatening concept through which to motivate the revitalization of a collegiate community. Retention linked to student success works for several reasons.

1. Retention addresses every phase of a student's involvement with the institution, from pre-enrollment through graduation to success in employment or postgraduate study.
2. Retention addresses all college programs and services so that every employee can contribute and see the relevance to their responsibilities.
3. Retention provides a common ground for critical values of administrators, faculty, and staff. Retention generates increased enrollment. Retention produces greater student learning, causes upper level courses to make, and reinforces the value of the faculty. Retention provides a tangible concept by which to motivate and measure staff services.
4. Retention is sufficiently tangible and broadly desirable to convert a sense of urgency into positive action.
5. Retention is sufficiently broad to involve large numbers of faculty and staff in studying the institution and assisting in improving services thereby generating continuing motivation and commitment.
6. Retention addresses enrollment (numbers of students) indirectly by recruiting and retaining graduates-to-be. Enrollment becomes self-perpetuating by creating "satisfied customers," the best advertisement.

7. Retention provides a relatively non-threatening vehicle for more clearly delineating specific milestones toward individual student success.
8. Retention monitoring permits the identification of students least likely to be successful and permits appropriate intervention.
9. Retention monitoring promotes faculty/staff self-motivation and job satisfaction.
10. Retention monitoring promotes continuous assessment of changes in environment and permits early adjustments to maintain relevancy and quality in instruction and services.

All employees are keenly aware that management focuses on and collects data about what management values. By focusing on retention as a commitment to student success and by creating a student information system that monitors retention and progress toward success, faculty and staff will understand and support the direction toward progress.

The relationship between individual educators and individual students is almost always a brief phase in their lives. Educators desire and deserve much more complete information about the successes and failures of their students and particularly their influence on students' success. Student success information feedback can be one of the most effective methods for continuous improvement of faculty and staff performance.

Retention, in the opinion of the State Task Force members, is the only issue that can both generate broad commitment throughout the institution and permit focused attention on the improvement of each college program or service. A focus on retention as a commitment to student success should be established as a central priority of any collegiate management committed to comprehensive and continuous improvement in instructional quality and services to students.

RATIONALE FOR THE DESIGN OF THE RETENTION SELF-STUDY PROCESS

During the months prior to establishment of the State Task Force on Retention, the Alabama two-year college system had been involved in reviewing the need for mandatory assessment of basic skills for all entering freshmen as a commitment to improving instructional quality and student success. The almost unanimous collective decision of the 43 colleges was that mandatory assessment was essential, and approximately 75% of the colleges elected to use the ACT ASSET instrument which was adopted by the Alabama State Board of Education.

With this background of awareness building related to retention, several institutional leaders indicated an interest in placing a priority on retention and in pursuing it comprehensively. With this strong support, the concept of a State Task Force on Retention was initiated and other details of its evolution may be found elsewhere in this document.

The first actions of the State Task Force were to organize a resource library of retention materials, to distribute copies to all members, and to begin a concentrated review of the literature. Based upon an extensive literature review, a process was developed through which each institution represented on the State Task Force would conduct a comprehensive campus-wide study focused on retention. The initial draft of the process was reviewed and altered by the membership to become the College Retention Self-Study Process.

The College Retention Self-Study Process embodies eight major concepts which are critical to its effectiveness.

1. Faculty/Staff Involvement. Retention was assumed from the beginning to be everyone's responsibility. Therefore, it was deemed essential that a level of awareness and commitment be established which could only be accomplished by broad, extensive and meaningful involvement.
2. Executive Commitment. To address retention comprehensively and to involve large percentages of faculty and staff requires strong executive commitment, first from the president but also from other college executives. This effort required solid team support.
3. Student Perspective. Because retention can only be examined effectively by understanding student needs and perspectives, significant student involvement in the study was required, and the basic organization of the process was designed to focus on the four major phases of a student's involvement with the institution to encourage everyone to keep student perspectives foremost. Surveys and interviews of students were also encouraged.
4. Retention Issues. Based upon the literature review, it was clear that a number of causes of attrition had been

isolated and that selected services had proven particularly effective in increasing retention. When appropriate, phases were divided into areas of concern based upon these attrition causes or effective retention services to direct special attention to them. Emphasis was given to examining college functions without critiquing specific officials or departments. When possible the areas of concern were made broader than single college departments.

5. Data Services. To study an issue of this complexity, to involve relatively large numbers of people in the study, and to construct effective responses that require organization of masses of information requires coordinated and relatively expert data management. Much needed information already exists on campus and duplicative and unnecessary data requests must be minimized. Therefore, a committee was formed of relatively expert personnel to coordinate and provide the data needs of the other committees as well as to construct streamlined, elegant systems for retention information.

6. Common Generic Issues. Three issues appeared important throughout a student's involvement with the institution and were selected as major emphases for each committee.
   a. Student Success Monitoring. Retention has identified numerous characteristics, conditions, and actions that are predictive of student retention or attrition. Identification of these predicters at each phase is essential to intervention and effective retention.

Each committee was asked to identify relevant predicters at that phase and to recommend means for collecting and retrieving such information to the Data Services Committee.

b. Student Involvement. Retention research verifies that student involvement in the college promotes a commitment to the college and thus student retention. Each committee was asked to recommend appropriate means of student involvement for their area of concern.

c. Policy Review. Institutional policies are often created without specific consideration of their impact on retention, particularly if the impact occurs outside the domain the policy is intended to address. Additionally, many long-standing policies become accepted as sacrosanct even though the environment for which they were developed may have changed dramatically. In these and other cases, policy review for impact on retention will occur largely only if specifically directed. Each committee was asked to review relevant policies.

7. Action Directives. Any group effort needs specific directives to initiate action. Care must be given to assure that actions have sufficient direction to proceed but not so much direction that creativity and ownership are inhibited. This balance of direction and antonomy was attempted by coordinating three interrelated processes.

a. Retention Power List. Many existing programs, procedures, services, and policies are excellent retention strategies or tactics. By directing each committee to begin its week by identifying those existing elements that have "retention power," several benefits accrue: (1) retention strategies and tactics are viewed in more tangible terms, (2) the concreteness stimulates creativity, (3) pride is built in existing programs and services, and (4) time is conserved by not "re-inventing the wheel."

b. Recommendations. Each committee was requested to identify specific recommendations focused on the area of concern assigned that would enhance retention. While this was to be the heart of their function, they were requested to begin this activity only after the "retention power list" was largely completed and during their consideration of specific questions provided.

c. Questions. From the extensive literature review conducted by the State Task Force, it was clear that selected issues and practices were particularly significant at various phases of the student's relationship with the college and in regard to specific functions. In order to draw special attention to these, a series of questions were devised for each area of concern in addition to the common generic issues referenced earlier. However, it should be emphasized that each committee was also requested to generate additional direct-lending or pertinent questions to stimulate creativity and to promote even greater ownership.

8. Assumptions. A final concept to explicate is the development of a set of assumptions to be used to orient committees prior to action. These assumptions were designed for three purposes: (1) to debunk standard myths about a commitment to retention, (2) to state clearly and firmly some of the more salient conclusions of retention research, and (3) to gain some early consensus so that productive dialogue could begin quickly.

The purpose of this delineation of concepts is (1) to assist prospective implementers of the process to understand the rationale for specific elements in the design so that the process can be coordinated more effectively and (2) to make the process more comprehensive for those interested in either modifying the self-study process or in developing their own. We trust that this rationale will prove helpful.

Reference was made in the introduction to this section to an extensive review of literature conducted to develop the process. We would be remiss if we did not acknowledge those individuals and agencies that had been most influential in our development of concepts. Foremost among the contributors was Dr. Lee Noel and his associates at the American College Testing program (ACT). Not only were the publications by Dr. Noel and ACT the most practical and comprehensive of those reviewed, but also Dr. Noel's personal consultancy during the initiation and development of the process was invaluable. His leadership and influence was also apparent in the excellent work of other colleges and agencies who are providing retention leadership for two-year colleges.

While the process and the larger project are both unique to the two-year college, concepts were borrowed liberally from many outstanding sources. Among the most influential sources (in addition to Dr. Noel and ACT) were:

1. Dr. John E. Rouche and his associates, at The University of Texas at Austin including the National Institute for Staff and Organizational Development (NISOD).
2. Dr. Ernest R. Leach and his associates at Triton Community College, River Grove, Illinois.
3. Dr. Ronald J. Horvath and his associates at Jefferson Community College, Louisville, Kentucky.
4. Dr. Robert W. McCabe and his associates at Miami-Dade Community College, Miami, Florida.
5. Dr. Terry O'Banion and his associates at the League for Innovation in the Community College.

We wish to commend and thank these people for those who contributed to the works included in the references and bibliography for their assistance and leadership both to this project and, more generally, to the cause of retention and student success.

This Task Force is endebted to Ms. Betsy Cantrell who has a unique talent for taking the ideas of the many and turning them into a usable manual. Ms. Cantrell not only edited and researched the project, but her own expertise in retention make up a significant portion of the manual. Our thanks are expressed to Dr. James Chasteen, President at Calhoun Community College for allowing Ms. Cantrell the time necessary to complete this project.

DEVELOPMENT OF THE ACTION PLAN BY THE STATE TASK FORCE

In order to effectively address the subject of retention, the Alabama State Task Force on Retention proceeded after its initial kickoff meeting in the following manner:

Step 1: The Task Force did a thorough study of the published literature on retention.

Step 2: The State Task Force secured the services of a Research Coordinator and Editor.

Step 3: The State Task Force adopted a set of assumptions on which the study would be based:

- Student success is the ultimate institutional goal. Retention should not be an institutional goal, but rather a by-product.
- Retention is a campus-wide responsibility.
- Students are the institution's most important resource. Caring and competent faculty and staff are the most powerful retention sources.
- Students are more likely to persist and succeed if they have a clearly specified educational and/or career goal.
- The more students learn, the more likely they are to persist toward an educational goal.
- Choosing not to persist can be an appropriate decision for a student's personal development.
- Student success is essential to individual, local, state, and national economic development as well as to quality of life.

- -- Students cannot commit to educational goals unless courses and programs are relevant and are perceived as such.

- -- Coursework cannot be either relevant or valuable to students if it is outside the realm of their abilities. Thus, assessment and advisement upon entry are essential to student success.

- -- Provided standards are reasonably within the realm of their abilities, students will perform to the level of perceived expectations. Thus, institutions must set reasonable expectations sufficiently high to assure student success and to demonstrate confidence in students.

- -- Student involvement in institutional activities and decisions which affect them is essential to instructional commitment. Regularly involving and intently listening to students is an excellent means of generating ideas for institutional improvement.

Step 4: The State Task Force designed a plan for college campus retention self study projects. These campus self studies use the concept of the Southern Association of Colleges and Schools.

COLLEGE RETENTION SELF STUDY PROCESS

The Alabama Task Force on Student Retention proposed the following methodologies for pilot institutions' retention self studies:

1. State Task Force members should serve as chairs or co-chairs of the retention self study committees at their respective colleges.
2. Presidents, State Task Force members, and members' administrative counterparts should cooperatively select members of each institution's working task force.

3. Institutional Task Force members should chair various institutional committees.
4. A volunteer system for institutional committee selection should be employed at the respective colleges.
5. The President should issue the charge to retention self study committees. Deans of Instruction and Deans of Students should be present to lend credence to the effort by committing their support to the effort.
6. Institutional self study committees and subcommittees should include representation from administration, student development services, faculty, support personnel, students, and a staff member from the area to be reviewed.

Furthermore, the State Task Force identified the following set of charges for institutional committee work:

1. Develop a "retention power" list which defines what your institution is presently doing in the specific area of concern to be addressed.
2. Determine how students could become more actively involved in this concern area.
3. Identify those policies relevant to your concern area.
4. Identify those signals that may be noted by individuals working in your concern area which might indicate that a student is a potential dropout.
5. Draw conclusions (by addressing the questions outlined in the self study plan) about the retention effectiveness of the particular aspect of the institution under the scrutiny of your committee.

6. Recommend policies and procedures which will enhance the retention power of the concern area of your committee.

Deadlines were set for the committee charge, collection of committee reports, compilation of committee reports (institutionally), and submission of institutional reports to the State Task Force.

Finally, the Task Force identified the following areas of concern with regard to student retention. These concerns became the foci of as many committees at the institutional level. (Attachment)

I. PRE-ENROLLMENT PHASE

The Task Force was concerned with all processes which might affect the retention of a student before he/she enters the institution.

Pre-Enrollment Committee

This retention committee reviewed processes of recruitment, advertising, pre-enrollment policies, and other initial contact situations which affect students prior to their entering the institution.

Additional Points Addressed:

1. How does student success contribute to the pre-enrollment phase?
2. Other than successful students, what are our best image makers?
3. How do we communicate to the public our skills in student/program matching?
4. Institutionwide, recognizing that student success is our greatest asset, what are our other greatest assets?

5. How do we communicate to the public what our greatest assets are?

6. Who is/are the initial contact person(s) for an individual seeking enrollment and/or other information from our institution?

7. Does our institution need a strategy for initial contact?

8. a. Does our institution have well defined processes for the achievement of advanced placement status?
   b. Is this communicated to the public?

9. Does our institution consider the nontraditional segments of its community in schedule development?

10. What about our institution projects the image that the quality of student life is an institutionwide concern?

11. How does our institution collect information about its "success stories"?

12. How does our institution involve students, faculty, administrators, and support personnel in recruiting and image making?

13. What other issues has the committee identified as significant?

II. ENTRY PHASE

The Task Force defined the term "entry" as any institutional procedure which involves students before they enter the classroom. Four specific entry functions were addressed by as many subcommittees.

A. Academic Advising Committee

Academic advising provides the avenue for developing a sense of student/institution "fit" and is the primary vehicle for the all important mentoring process.

Questions Addressed

1. Who advises?
2. What information is necessary for advisors to be able to advise competently?
3. What, from a student's viewpoint, are the characteristics of a good advisor?
4. Who should advise at this institution?
5. Is there a regard for the individual in the institution's advising process? (i.e., dates and times when advising takes place, communication to students of necessary directions/information, consideration of irregular--non-traditional--work schedules of students, etc.)
6. What other issues has the committee identified as significant?

B. Course and Program Placement Committee

Appropriate course and program placement are imperatives for successful academic advising and resultant student success.

Questions Addressed:

1. Does a system exist or can such a system be developed within the placement testing program for the early identification of basic skills, career goals, and personal needs of the student?

2. Is there any correlation between testing procedures and retention?
3. Is it advantageous to students that they be screened for specific programs through testing?
4. a. Is there consistency in placement procedures within this institution?
   b. Systemwide?
   c. Is consistency in placement procedures mandatory for increased retention within this institution?
5. a. What programs exist for students who need remediation?
   b. What evidence is there that developmental services accomplish their goals?
   c. What ideas may be borrowed from such programs which may assist in the retention of the student body as a whole?
6. What are the special needs, if any, of re-entry students?
7. a. What are the overall policies which govern academic placement?
   b. How are these policies communicated to students, faculty, and administrative staff?
8. What other issues has the committee identified as significant?

C. Admissions, Registration, and Financial Aid Committee

Non-intimidating admissions procedures, consumer convenient registration processes, and easily accessible financial aid are imperatives for student success.

Questions Addressed:

1. Are there admissions procedures which students may find inhibiting?
2. Does the registration process take into consideration the special needs of various student groups (i.e., working students, handicapped students, parents of small children, older children, etc.)?
3. Is there any correlation between the time (pre, regular, or late) of registration and students' success rate?
4. Is there any correlation between the length of the registration period and an institution's retention rate?
5. Do grading, attendance, probation, and suspension policies impact retention rates?
6. Is there any correlation between the availability of scholarships and other kinds of financial aid and the retention of students?
7. What other issues has the committee identified as significant?

D. Orientation Committee

Orientation (whether a pre-enrollment session, an orientation class, or the introduction to a specific course) tend to (1) reduce student anxiety by removing the fear of the unknown, (2) enhance the students' knowledge of the existing opportunities and/or requirements which will be made of them, and (3) therein tend to build a more solid foundation for student success.

Questions Addressed:

1. What should be the components of an orientation program?
2. Does the adult learner need a special orientation program?
3. Does or would peer counseling during orientation improve success rates?
4. What other issues has the committee identified as significant?

III. ENROLLMENT PHASE

The Task Force was concerned with the retention power of those areas of institutional operation that affect students while they are enrolled in instructional programs. Instructional Strategies, Education and Career Services, and Instructional Relevance are areas which impact upon students on a daily basis.

A. Instructional Strategies Committee

Teaching is the heart of the educational mission. Because of the significant relationship between teaching and the student success rate, this committee addressed several pertinent questions.

Questions Addressed:

1. a. In our institution, is there room for improved classroom instruction for the purpose of increased retention?

b. If so, what steps can be taken in this direction?

2. Is there any relationship between instructors' testing/evaluation/grade reporting practices and retention?
3. Is there a need for staff development in retention awareness?
4. What correlation exists between faculty-student interaction and retention?
5. Does or would developmental education increase retention?
6. Is there a need for faculty evaluation by students and supervisors?
7. What relationship seems to exist between class size and retention?
8. Is there a need for a faculty alert system for the identification of potential student dropouts?
9. What instructional policies affect the retention rate - either positively or negatively?
10. What seems to be the relationship between course relevance and retention?
11. What avenues are available to faculty for referral of students with special needs?
12. What seems to be the relationship of faculty class loan to retention?
13. Is there a relationship between instructional environment and student success?

14. How do instructional strategies in courses and programs affect student success rates?

15. The literature indicates that the first class session is significant to the success of students. What common elements should be included in the first class session?

16. How significant to student success are comprehensive course outlines?

17. How much attention is given at this institution's faculty meetings to the importance of the creation by faculty of a "staying environment" as described by Noel.

18. What would be the impact on student success rate of faculty establishing specific course competencies and communicating this information to students?

19. What other issues has the committee identified as significant?

B. Education and Career Services Committee

Education and career services (i.e., cocurricular programming, career planning and job placement, counseling, orientation programs, tutorial programs, and study skills courses and seminars) are those institutional programs which support academic studies and enhance the quality of students' educational experiences.

Questions Addressed:

1. a. What is the retention rate of students involved in student activities (clubs, organizations,

etc.) as compared with students who are not involved in such?

b. What comparisons/contrasts can be made between the profiles (see Data Services, question two) of the groups?

2. Is there any observable relationship between career planning services and student retention?
3. Is there any observable relationship between an institution's maintenance of an athletic program and student retention?
4. What percentage of this institution's students perceives financial aid services as requisite for their continued academic existence?
5. a. What percentage of this institution's students is served by developmental services programs?
   b. Do they view these services as necessary for their academic success?
6. a. What kinds of services are provided by this institution's counseling program?
   b. How does this program rate in it's evaluation by students?
7. What percentage of this institution's students utilize its job placement services?
8. What recommendations can be made for the development of the above noted services?
9. What is the role of the President's Office in student success?

10. What impact do management style, long range planning, and budgeting have on retention?
11. How do the services of the Business Office affect retention?
12. What other issues has the committee identified as significant?

C. Instructional Relevance Committee

The content and structure of educational curricula have numerous sources. The sources include the following: tradition, linkage with other colleges, instructor knowledge preference, state board policy, veterans legislation and regulations, other federal and state decisions, and educational philosophical positions. Additional influences include professional associations, accrediting agencies, program graduates, and dropouts.

Questions Addressed:

1. How can we assist students in selecting the most appropriate program to meet their identified goals?
2. How can we insure that the composite of knowledge and skills in the curriculum is relevant to goal accomplishment and meets appropriate standards?
3. How can we insure that each course required is also relevant and adequate?
4. If both young and older adults must perceive relevance in order to persist and succeed, how can the relevance of courses and programs be effectively communicated?

5. What other issues has the committee identified as significant?

IV. POST ENROLLMENT PHASE

Post Enrollment Committee

Post Enrollment for purposes of the Task Force was defined as addressing those students who do not appear to be re-enrolling, including graduates, stopouts, elective dropouts, and academically suspended students.

Questions Addressed:

1. How do these individuals perceive the institution and the value of specific services?
2. What additional services did they or do they need?
3. How can we encourage re-enrollment when appropriate?
4. Was transfer or job placement effective?
5. How can we communicate the success of graduates/ completers to prospective students?
6. What kinds of continuing relationships with the institution are desired or might be fostered for non-re-enrolling students?
7. What perceptions do these persons have concerning the general environment of the institution?
8. What suggestions, if any, can these individuals make regarding the institution's efforts to create a "staying environment"?
9. What other issues has the committee identified as significant?

V. DATA SERVICES

Data Services Committee

Three specific needs were identified:

1. A "potential dropout file" must be developed to assist institutions in their efforts to inhibit the attrition of such students. The Task Force believes a "Student Success System" is possible through the development of this procedure.
2. A process for the maintenance of retention research data must be developed.
3. A model for follow-up on students who withdraw, transfer, or graduate must be developed.

Additional Points to be Addressed:

1. What is the spread, percentagewise, of academic readiness for postsecondary work? (i.e., Do 30% place below entry level norms? Do 25% place in second quarter postsecondary upon entry? etc.)
2. What is the profile of the "average" academically successful student? (i.e., ASSET scores of __ in English, __ in math, and __ in reading? __ high school grade point average? Working/nonworking? Age? etc.)
3. Utilizing the same criteria as above, what is the profile of the "typical" dropout?
4. What other issues has the committee identified as significant?

In November, 1984, the institutional self studies were completed. Five institutions submitted self study documents: John C. Calhoun State Community College (Decatur), Enterprise State Junior College (Enterprise), Jefferson State Junior College (Birmingham), Lawson State Community College (Birmingham), and Lurleen B. Wallace State Junior College (Andalusia). Four colleges were contributing agencies. Approximately 500 faculty, staff, administrators, and numerous students participated in this monumental effort.

The final phase of the Task Force work consisted of the collaborative development, based on the findings of the self studies, of a system of strategies and tactics determined to be imperative to effective enrollment management/retention in Alabama's two-year postsecondary institutions.

CHAPTER III

REPORT OF INSTITUTIONAL TASK FORCES AND STRATEGIES FOR IMPLEMENTATION

RESPONSES TO SELF-STUDY QUESTIONS

PHASE ONE: PRE-ENROLLMENT

PHASE TWO: ENTRY

- Admissions
- Course and Program Placement
- Academic Advising
- Registration
- Financial Aid
- Orientation

PHASE THREE: ENROLLMENT

- Instructional Strategies
- Education and Career Services
- Instructional Relevance

PHASE FOUR: POST-ENROLLMENT

- Data Services

RESPONSES TO SELF-STUDY QUESTIONS

The five institutions completing institutional retention self studies as outlined in Chapter II ranged in size from rural junior colleges (Enterprise State Junior College, FTE 1610, and Wallace State Junior College, FTE 706) to an urban junior college (Jefferson State Junior College, FTE 4485) to an urban predominantly Black community college (Lawson State Community College, FTE 847) to a surburban community college (Calhoun Community College, FTE 3342).

Each institution addressed the questions noted in the preceding chapter and the resultant compendium of ideas is presented in the form of strategies and tactics on the following pages.

CHAPTER III

The following compendium of ideas represents pilot institution's responses to the self study questions posed in Chapter II as well as exerpts from the literature and contributions from other institutions represented on the Alabama State Task Force on Retention.

PHASE ONE: PRE-ENROLLMENT

The Pre-Enrollment Phase is that period of time beginning with a prospective student's first encounter with the institution and ending with the entry phase of his/her postsecondary experience. All facets of the institution (including such diverse activities as instruction, scheduling concerts, student activities, maintenance of buildings and grounds) advertise the institution, and consequently affect the recruitment of new students. Whether a student who enrolls at the institution remains depends upon how that student perceives the institution. Because there are no second chances at first impressions, retention must begin with the activities of the institution prior to a student's actual enrollment. These first impressions must not mislead the student; if they do, they will encourage and justify the student's early departure from the institution.

Lee Noel (Noel, 1978, p. 90) affirms that a recruitment program (often the first point of impact of an institution upon a prospective student) should address the matriculation of "graduates to be" rather than just "freshmen to be." Although certain groups of students may reach their educational goals prior to graduation, Noel's point is well taken in that emphasis in recruiting should lean toward the initial matching or fit of potential students at appropriate points of entry into programs congruent with students' needs and interests.

Another important pre-enrollment strategy should be consistency in information disseminated to service area individuals. Such consistency can be assured only when established channels exist for information dissemination.

Recruitment tactics that address only a limited population (i.e., high school seniors) will have limiting consequences. With an enrollment management strategy to increase enrollment of nontraditional students, recruitment tactics that address the interests of only traditional groups of students miss the mark. However, considering high school recruitment tactics, Dr. Don Garrison, President, Tri-County Technical College, concluded in a paper presented in Decatur, Alabama, on November 28, 1984, that the two-year colleges are not doing an adequate job of recruiting high school students. Dr. Garrison said, "fifteen percent of all high school students are targeted for state universities and as such are not likely prospects for the two-year school. Fifty percent of the high school students are not tracked or targeted at all. They decide to go to college or work by accident and usually without guidance." The community, junior, and technical college system should be actively recruiting this pool of students.

Since the pre-enrollment phase is a student's (or potential student's) initial encounter with the institution, every effort should be made to initiate a sense of belonging. Whether those initial encounters include the first telephone conversation with someone within the institution, or a face-to-face discussion with the recruiter on the initial response elicited from an admissions office clerk or the approach taken by the individual at the Business Office pay window when the new applicant pays his/her application fee, each encounter has retention power. The pre-enrollment phase may begin with the President's visitation with parents at a meeting of a local service club, or its origins may be in industrial training seminars conducted by institutional personnel working a "graveyard shift" with middle-aged men and women who measure the institution and its capabilities in terms of that seminar leader's expression of interest in and respect for them. How and whenever the phase begins, every member of the college community must remain aware of his or her retention power.

Lurleen B. Wallace State Junior College through participation in the National Center for Higher Education Management Systems (NCHEMS) Student Outcomes Information System Services found that of its entering students, 21.4% learned about the college from people at their high school, 20.4% from relatives/friends, 19.0% from a college representative, 18.6% by material received in mail, 9.9% from college catalog, 3.6% by material in newspaper, 1.8% by radio/TV, 1.6% by information display, and 3.6% by other sources. Thus 79.4% were influenced by personal contacts by friends, relatives, people at their high school or a college

STRATEGY	TACTICS
(1. continued) Create a strong image of concern for the appropriate fit of students with regard to their needs and interests.	7. Develop a concise folder of pertinent institutional data to be disseminated for recruitment purposes. 8. Provide free telephone service for area high school personnel and invite them to contact the admissions office for needed information. 9. Utilize booths in area shopping malls for information dissemination. 10. Utilize literature stands in area shopping malls and other service area businesses. 11. Expound on student-institution fit efforts when visiting area schools and industries. 12. Include in campus tours a visit with a Student Development Services representative who will inform prospective students of college opportunities as well as Student Development Services programs. 13. Send follow-up letters to individuals who have expressed an interest in one of the college programs, had ACT scores forwarded to the institution, expressed a possible interest in the institution through any other means. 14. Develop and advertise evening and extension programs to include classes that meet only once per week as well as increased offerings on Friday evenings and Saturdays. 15. Develop and advertise other methods of creative scheduling, specifically, scheduling to accomodate shift workers. 16. Schedule quarterly weekend tours of the campus with a professional available to answer questions. 17. Send letters of recognition to area high school students who have received awards or other recognition of achievement.

STRATEGY	TACTICS
(1. continued) Create a strong image of concern for the appropriate fit of students with regard to their needs and interests.	18. Advertise Student Development Programs designed to enhance students' chances for success.
	19. Send letters containing financial aid information and newsletters to high school juniors and seniors in the college service area.
	20. Send college newsletters to high school principals and counselors.
2. Create an image of professionalism through consistency of information dissemination.	1. Hold (at least quarterly) faculty/ student development/administrative/support staff meetings for information sharing.
	2. Establish an information center at a central location on campus, staff the center, and daily update information center personnel (or as new information is available).
	3. Quarterly, or as often as program or course requirements change, develop new literature for each department/program to be disseminated by college promotions staff as well as information center staff.
	4. Avoid, when at all possible, changing instructors after schedules have been published.
	5. Notify immediately all faculty, administrative staff, and support personnel of all administrative decisions regarding policy, institutional program, registration schedule, and other changes affecting the institution as a whole.
	6. Clearly articulate the distinctions between technical and junior college programs which have similar titles and courses of study.
	7. Establish a college speakers bureau and publicize professional programs provided by college personnel for civic clubs, high school classes, community organizations, etc.

representative. The next significant percentage, 18.6%, were influenced by direct mail.

Finally, considerable effort should be made to include successful students in the recruiting effort. A survey of new students conducted by Jefferson State Junior College (spring quarter 1984) indicated that most students were influenced to enroll by current or former Jefferson State students. Parents were the second most significant influence, followed by employers, then high school classmates. The same survey revealed that the aspects of Jefferson State Junior College that were most enticing to potential students were its course offerings, location, cost, and reputation. The advertising medium determined to be most effective in disseminating information to potential students proved to be materials sent directly to the home. Newspaper and radio advertisements were the second most successful mediums, followed by information disseminated by high school counselors, information distributed at the high school, then high school teachers.

Therefore, no stone must be left unturned in the institution's effort to project from all corners the image of the best it has to offer.

> In today's world, those who teach must also market and those who market must be capable of representing teachers. A teacher looking at a class of students must overcome his or her socialization and reach the point if confessing to him or herself -- 'Those are paying customers. Even the one in the back row who is chewing gum...Even the one in the middle who hopes I won't notice the closed eyes and gentle snore...is putting money in my personal pocket' (Trachtenberg, 1984, p. 12).

To these ends, the following strategies and tactics are offered.

STRATEGY	TACTICS
1. Create a strong image of concern for the appropriate fit of students with regard to their needs and interests.	1. Explore avenues for the expansion of possibilities for advanced placement (credit for prior learning). 2. Place greater emphasis on advertising new advanced placement opportunities (once developed) as well as developmental opportunities. 3. Survey area industries and students to ascertain their program needs. 4. Utilize promotional literature through a market segmentation approach. (Leach, 1984) a. By program, analyze the market for course and program offerings thereby identifying prospective student pools. b. Develop literature addressing target groups' interests and promoting specific institutional course and program offerings. c. Disseminate such literature in places where specific target student pools may be found (physicians' offices, government agencies, churches, grocery stores, other places of business, etc.). 5. Establish a formal articulation plan between the college and area high schools. A model plan exists between St. Petersburg Junior College and the Pinellas County Schools in Florida. 6. Build upon existend positive relationships with area school personnel for dissemination of information regarding advanced placement, the advising program, cocurricular opportunities, developmental programs, the accelerated high school student program, job placement service, and scholarship and financial aid opportunities.

STRATEGY	TACTICS
3. Create an image of true community college by communicating the variety of programs and services tailored to various groups of area residents.	1. Assess the market for particular programs; then mail specific program information to specific markets (for example: send announcements of word processing courses and/or training to clerks in area doctors', dentists', and business offices of all sorts as well as advertise such offerings that might appeal to middle-aged women (desirous of entering the work force) in locations where the market is (grocery stores, churches, clubs, recreation centers, etc.).
	2. Promote honors programs when addressing high school student award winners; promote financial aid when talking with socioeconomically deprived potential students and/or parents of such individuals; promote cocurricular activities (particularly cultural events) when marketing the institution at civic clubs; promote technical skill training when addressing the industrial market, etc. In essence, analyze the market being addressed, then emphasize the product most readily consumed by that market.
	3. Promote the Associate in Applied Science degree for students enrolled in the technical division of a community college by designing curricula (to meet degree requirements) that are consistent with student needs and interests.
	4. Survey area employers to ascertain their specific needs, then develop short term certificate programs to meet such needs.
	5. Utilize area business marquees for promotion of institutional programs and activities.
	6. Hold financial aid workshops on campus or in community area centers where interested populations may more readily participate.
	7. Involve community groups in social and cultural events sponsored by the college by disseminating tickets to such events

STRATEGY	TACTICS
(3. continued) Create an image of true community college by communicating the variety of programs and services tailored to various groups of area residents.	through area arts councils, service clubs, high schools, etc. 8. Utilizing newspapers, radio, and television, develop advertisements that note specific phone numbers or offices to contact for specific kinds of inquiries. 9. Encourage successful students to participate in recruitment activities within their home locales. 10. Pursue press coverage of all student activities events held on and/or off campus, giving special recognition to award winning clubs and organizations as well as athletic and intramural teams. 11. Publicize information about faculty and other institutional staff who have accomplished outstanding feats and/or contributed to the community in any other way. 12. Deliver class schedules not only to high school counselors but to area business offices, as well as other publicly accessed areas, particularly shopping malls. 13. Develop and advertise more flexible scheduling to accomodate students' work patterns and lifestyles, (for example: flexible scheduling for shift workers, one-evening-per-week classes, more Friday evening classes, more possibilities for back-to-back course scheduling at extension sites, etc.). 14. Establish stronger cooperative efforts between area Adult Education programs and the institution. 15. Expand community service offerings. 16. Recruit locally for athletic teams. 17. Provide information packages for potential students to real estate sales persons.

STRATEGY	TACTICS
(3. continued) Create an image of true community college by communicating the variety of programs and services tailored to various groups of area residents.	18. Utilize "thank you" letters from students to faculty, counselors, or other staff in advertising campaigns. 19. Advertise as a GED Testing Center and hold GED graduation with scholarships offered to superior graduates. 20. Establish a "Second Chance" program with scholarships for adults who wish to enter or reenter college. Develop and distribute "Second Chance" brochures. 21. Mail class schedules as boxholders to all households in the service area.
4. Strive for increased exposure in high schools.	1. Encourage faculty, student development staff, and administrators to acquaint themselves with area high school faculty and administrators with whom they share common goals. 2. Sponsor service area events such as a science fair, the district mathematics, business, and language and fine arts tournaments, cheerleader workshops, high school scholars' bowl competitions, career awareness day, and High School Appreciation Day for outstanding high school achievers. 3. Invite area schools to use the institution as a laboratory, a place to hold faculty in-service programs, etc. 4. Encourage students enrolled in the accelerated high school student program to recruit fellow high school students who may be interested in participation in the program. 5. Use high school organizations to perform at college activities. 6. Conduct computer and other specialized workshops for high school students. 7. Host dinner for area principals and counselors with program about college.

STRAGEGY	TACTICS
5. Strive for increased exposure within the total service area.	1. Include information inserts in area banks' monthly statements.
	2. Encourage administrators, faculty, and staff to participate in area club events.
	3. Quarterly, host receptions at varying public facilities.
	4. Host community programs and meetings on campus such as Chamber of Commerce, etc.
	5. Open athletic and recreational facilities to the public -- tennis courts, nature trail, golf course, softball and baseball fields, etc.
	6. Quarterly, mail fliers and class schedules to service area homes.
	7. Use bus placards as a marketing technique.
	8. Utilize the drama department and the student activities program to present dinner theatre presentations and invite area residents to attend.
	9. Distribute placemats to area restaurants.
	10. Produce documentaries or other special television broadcasts and air them on local television stations and public access channels of cable TV.
6. Create an institutional posture of concern for the conveniences of students.	1. Maintain a cashier's window at the business office throughout the school day and evening so that students' financial transactions can be accomplished more conveniently.
	2. Accept credit cards for payment of tuition.
	3. Consider alternative scheduling schemes (for example: evening classes that meet one night per week, increased Friday evening offerings, possibilities

STRATEGY	TACTICS
(6. continued) Create an institutional posture of concern for the conveniences of students.	for scheduling to accomodate shift workers, classes that meet in late afternoon, etc.).
	4. Schedule institutional academic calendars such that no quarter begins with fewer than five academic days prior to a scheduled break, thereby removing the inconvenience to students of interrupted vacations as well as interrupted coursework.
	5. Sychronize the calendars of the technical and academic divisions of community colleges.
	6. Minimize calendar changes.
	7. Establish the policy of a mid-September beginning date for the academic year and publicize such in order to accomplish the following: a. Attract students who had anticipated attending a university but had a change of plans; and/or b. Attract students who entered a college or university but decided to return home for the first year or two of their college experiences.
	8. Synchronize intra and inter-departmental course offerings so that concurrent requirements are offered in a logical fashion (not overlapping on the schedule), thereby reducing the possibilities for students' frustration and attrition due to their inability to prepare reasonable schedules.
	9. Develop and publish annual class schedules so that students can plan their schedules for a year at the time.
	10. Keep class size low and advertise the advantages of small class size.
	11. Institute regular public relations training workshops for all institutional personnel.

STRATEGY	TACTICS
(6. continued) Create an institutional posture of concern for the conveniences of students.	12. Offer split-session summer terms in order to better serve transient students as well as the college's students. 13. Pursue increased opportunities for articulation between community colleges and four-year institutions.
7. Create an image of academic excellence.	1. Collect and publicize information accomplishments of current students. 2. Collect and publicize information about the professional accomplishments of former students. 3. Publicize professional accomplishments of the college's administrators, faculty, and staff. 4. Collect and publicize the college's job placement record. 5. Establish and publicize scholarship program which awards students for excellence in academics and leadership. 6. Host and publicize academic competitions -- scholars' bowl, mathematics, language and fine arts, and business tournaments. Reward winners with scholarships, certificates, trophies, plaques, etc. 7. Implement advanced placement and honors programs. 8. Attend and present awards, scholarships, etc. to students at area high school honors days. 9. Publish President's and Dean's lists.

PHASE TWO: ENTRY

The Entry Phase is that juncture in the student's passage through postsecondary experience when he/she is matriculated encounters course and program placement, academic advising, registration, and orientation to the college environment.

According to Noel (1978, p. 95) it is imperative that the process of bridging the gap between student needs and institutional resources is begun before student needs become acute "and the tendency to drop out becomes irreversible." Furthermore, in Mobilizing the Campus for Retention: An Innovative Quality of Life Model, (Smith, Lippett, Noel, and Sprandel, 1981, p. IX) the authors claim that improved retention starts with the development of a "holding environment" deliberately created by the institution and permeating every institutional program and practice as well as every institutional personnel group.

Professional educators have long known that perception of reality is a stronger determinant of behavior than reality itself. Therefore, it is logical to assume that programs and practices esteemed by administrators, faculty, and staff for their value to students must be presented and performed in such a manner as to be positively perceived and valued by students. In essence, it is imperative that the admissions process, academic advising, course and program placement, registration, and orientation of new students be accomplished in an aura of commitment to the individual student, thus creating a feeling of belonging and a tendency on the part of the student to stay until his/her goal is met.

Additionally, even though the past two decades have seen the emergence of more and more nontraditional students in postsecondary education, and, as a result, greater attention has been given (and is being given) developmental studies programs, financial aid programs, flexible scheduling for breadwinner students, etc., little attention has been given the nontraditional student at the opposite end of the continuum. As quality of experience improves and as it becomes more economically expedient to do so, larger numbers of high achievers are opting for postsecondary experiences within the two year college setting. As a response, community, junior and technical colleges are obliged to turn their attention to the provision of new opportunities for advanced placement and honors programs that offer stimuli and challenge for such students.

Then, there is within the enrollment management-minded institution the imperative for an effective data flow system. Noel (1978) asserts that little if anything is availed by the collection and storage of data in an admissions office. If the institution and the student are to fit, pertinent data such as long range educational/career plans, immediate educational plans and selection of program of study, assessment of abilities and interests, needs for developmental and tutorial assistance, course selection and placement, course load determinants, extracurricular activities or interests, financial needs, and health considerations, must be made available to those counselors and faculty with whom students are interacting. Additionally, patterns of enrollment and student characteristics and needs (O'Banion) must be determined in order that supportive strategies may be developed.

Finally, Noel insists that essential to any design for enrollment management is an early warning system or early alert system which is simply a profile of the potential attrition-bound student. Once a student has been identified as a potential dropout, student development staff and faculty who will be working with that student should be able to concentrate on providing for him/her the services which might impede the student's premature exit.

Admissions

The first of the five systems which comprise the Entry Phase is the admissions system. It is at the admissions juncture that the student completes the first official transaction with the institution. Therefore, it is imperative that commitment to the fostering of an atmosphere of respect for the worth and dignity of the individual be ingrained in all admissions personnel -- from the clerk who answers the telephone to the staff member who processes a new student's application. Furthermore, it is imperative that the policies and practices relating to the admissions process be ones perceived by the consumers of those services as being designed for the fair and equitable treatment of that consumer group.

To these ends, the following strategies are directed.

STRATEGY	TACTICS
1. Create an aura of respect for the needs of the individual consumer.	1. Establish an admission center within the admissions office which handles all admissions telephone inquiries and all walk-in potential students. 2. Hold staff development seminars so that admissions office staff can discuss the tremendous responsibility/opportunity which is theirs for creating the initial sense of "belonging" spoken of by Noel. 3. Involve admissions office staff in role playing simulations of "first encounter" telephone and/or office visits by consumers.
2. End confusion of new enrollees due to lack of information about the postsecondary experience.	1. Direct new applicants, after they have completed necessary admissions forms, to a central location (Student Services Center) for the following: a. Scheduling of placement tests; b. Introduction to services available within the division (financial aid, advising, cocurricular activities, counseling, tutorial assistance and other developmental services, career planning, job placement, study skills instruction, etc.); c. Referral to academic department for assignment for advisor--if the student has a declared major; d. Assignment of a counselor-advisor if the student is an undecided major; or e. Referral to other Student Development Services staff when additional information and/or assistance is desired. (Note: The counselor performing the above named duties would provide other SDS staff with names and student numbers of students needing their services.)
3. Route names of students with particular needs and/or interests to those institutional departments/services which can effectively work with such students.	1. Develop a data collection system with the capability of categorically listing, for example: all students in need of financial aid, all students interested in student activities, all students indicating interest in the services of the writing laboratory, all students needing help with career decision-making, all students needing transfer information,

STRATEGY	TACTICS
(3. continued) Route names of students with particular needs and/or interests to those institutional departments/services which can effectively work with such students.	etc. Data should be distributed to appropriate personnel. 2. Make the above data accessible to the retention coordinator or person designated as responsible for the coordination of the retention effort. 3. Route (from the retention coordinator's office) within five working days after receipt of a new application, student names with specific needs and special interests to individuals responsible for the appropriate programs. 4. Develop a profile of the potential attrition-bound student (see Chapter 4) and distribute to appropriate personnel such as the student's instructors, advisor, and counselor. 5. Quarterly, provide (from the retention coordinator's office) the Dean of Student's, faculty, and Student Development Services staff, a list of students identified as potentially attrition bound. 6. Provide the retention coordinator, the recruitment officer, and the Dean of Students a listing of those students who a. applied for admission but did not complete assessment, b. enrolled but did not complete a term, or c. enrolled, completed one or more terms, but did not complete stated goal.
4. Establish student centered admissions policies.	1. Admit students late (after classes have begun) only after approval has been granted by the instructor of the class involved. 2. Hold no extended late registration period. Late registration should never extend past the second class day. 3. Mail preprinted (name, address, age, etc.) applications to students who have ACT scores sent to the institution.

STRATEGY	TACTICS
5. Establish student centered class withdrawal policies.	1. Require students to obtain the signature of the retention coordinator prior to processing withdrawal forms for any course. The total withdrawal requires these signatures plus the retention coordinator's signature.
	2. Limit the withdrawal period, three weeks, therein encouraging students to make commitments to courses early in the quarter.
	3. Encourage faculty to provide graded experiences early enough in the quarter so that students have an actual basis for a decision to remain in class or withdraw because of academic difficulties.
6. Utilize admissions data in institutional planning.	1. Plot enrollment patterns, student characteristics (high school grades earned, ASSET scores, demographic data) and student needs in order to develop supportive strategies.
7. Establish student centered academic reports.	1. Include in the grade report mailed to students an analysis of the student's standing in comparison with the institutions standards. Indicate interventions available for future term help if appropriate.
	2. When student records are fully computerized, quarterly grade reports should be the student's full transcript. Advisors receive a copy of this record also.
	3. Route to the student's advisors copies of the above noted mailout.
	4. Route to the Dean of Students copies of those students academic reports which indicate less-than-satisfactory progress.
	5. Provide students with a degree audit report (O'Banion, p. 16) listing graduation requirements satisfied and those still unfinished. This is the same information made available to advisors on the Course and Program Placement Student Profile Sheet which should be updated and routed to advisors quarterly prior to the advising period. (See attachment)

Course and Program Placement

Course and program placement is a vital part of the student-institution fit process. This aspect of the entry phase should encompass not only testing for placement purposes, but also information gathering for such purposes. It is at this juncture in a student's experience with the institution that he/she is face to face, perhaps for the first time in the educational experience, with life affecting decisions relative to educational choices. It is at this point in the student's pursuit of postsecondary education that his/her goals, interests, and abilities will, perhaps for the first time, directly predict his/her educational pursuits.

Therefore, it is imperative that a course and program placement program focus on

1. the assessment of student abilities,
2. the determination of student goals, and
3. the pairing of student needs (as determined by student abilities and goals) with institutional resources.

Course and program placement, then, clearly does not exist as a means of juggling students into preexistent institutional programs; rather, course and program placement exists for the effective pairing of student needs with institutional offerings. Such an approach, therefore, mandates creativity, flexibility, and responsiveness on the part of the institution.

To assess students' reading abilities and determine that their reading levels are below required standards for their chosen curricula mandates developmental reading as a placement option. To assess technical college students' mathematics skills and find that they do not meet minimum standards for effective functioning in a particular shop mandates developmental mathematics coursework (perhaps a pre-vocational placement option) for such students. Piecemeal offerings for the increasing numbers of students in need of pre-vocational and/or other developmental coursework is outmoded and institutionally self destructive. Contrary to some opinions, mandatory assessment and course placement do not necessarily carry with them negative connotations. In fact, a random sampling of faculty and students at Enterprise State Junior College revealed a consensus of opinion that proper placement (as a result of assessment) contributes to students' success in college. Lurleen B. Wallace State Junior College has had mandatory assessment and placement since the beginning of the college in 1969. The faculty and administration attribute their successful testing, placement, and orientation program as a primary factor in the college's high retention rate (89% of the entering freshmen for the Fall of 1983 returned to complete the first year).

A report from the Course and Program Placement Committee at Calhoun Community College recommends that a core curriculum plan is advantageous for students who have not declared majors. Such a plan would eliminate the pressures that require students to make unrealistic decisions concerning their major courses of study. It would allow the students time to adjust to college life and work and thus place them in better positions for determining their majors. More importantly, it would provide a good solid core of courses that would transfer to the major of their choice.

Strategies and tactics for effective course and program placement follow.

STRATEGY	TACTICS
1. Establish a data gathering system with capabilities for profiling student abilities, needs, and goals.	1. Student information system or retention coordinator should identify a. from the institutional application for admission student needs and goals data; b. from ASSET results student ability and needs data; c. from high school transcripts student ability data; and d. subsequently print a course and program placement student profile sheet to be disseminated to advisors prior to advising periods.
2. Establish a state-wide information data bank for the purpose of determining the effect of course placement based upon assessment.	1. Request the Postsecondary Department's leadership participation in this effort. 2. Utilize institutional expertise for the development of a process to determine the effectiveness of course placement.
3. Establish consistency in the assessment/placement process among main campus day and evening students and extension students.	1. Develop an institutional policy guaranteeing consistency of placement test requirements for all students. 2. Orient all faculty (both full-time and part-time) through inservice/staff development efforts to the policies established relative to assessment/placement. 3. Hold (prior to registration periods) quarterly meetings of all personnel for the purpose of reiterating institutional policy with reference to assessment and placement. 4. Offer development opportunities consistently for all segments of the student population (day, evening, and extension). 5. Determine from the ASSET assessments (or placement instrument chosen by the institution) the predictability of success within particular technical programs. Utilize predictive data in student placement. 6. Post test students to determine the

STRATEGY	TACTICS
(3. continued) Establish consistency in the assessment/placement process among main campus day and evening students and extension students.	accuracy of placements made through assessment procedures.
	7. Utilize posttest results in curriculum development.
	8. Utilize predictive data in technical college placements.
	9. Require conferences between shop instructors and all potential technical college enrollees.
	10. Provide faculty and Student Development Services personnel with Course and Program Placement Student Profile sheets.
	11. Provide all assessment/placement personnel with information regarding changes in course prerequisites as such develop.
	12. Provide all assessment placement personnel with information pertaining to changes in assessment and/or placement practices as they develop.
	13. Provide all assessment/placement personnel with academic program changes as they develop.
4. Insure program level reading capability for all students entering technical and/or Junior college programs.	1. Include reading assessment as part of the assessment program of both colleges.
	2. Offer a developmental reading program for students whose reading abilities preclude success in postsecondary work.
5. Insure required level mathematics, English, and reading skills for all students entering technical or junior college.	1. Offer pre-vocational remedial coursework for technical college students.
	2. Determine cut-off scores for placement based on the institution's course standards and student success.
	3. Assure that appeal processes exist for students who challenge placement results at the institution.
	4. Continuously monitor the assessment/placement fit.

STRATEGY	TACTICS
6. Project an image of institutional concern for the ease with which course and program placement is accomplished.	1. Develop a simple brochure which outlines for students the procedures, time constraints, and anticipated results of the assessment process. 2. Explain verbally and in written form the institution's policy concerning the use of assessment data in course and program placement. 3. Include student success stories (when opportunity avails itself) to encourage students who may place in below college level coursework.

Academic Advising

David S. Crockett, Vice President, Public Affairs Division, The American College Testing Program asserts that although each institution must select the delivery system (or combination of systems) for academic advising most appropriate for its situation and student body, four major factors identified by students as prerequisites to any successful academic advising system are the following: (1) accessibility, (2) specific and accurate information, (3) advice and counsel, and (4) a personal relationship with the advisor.

Crockett continues:

> The advising function is a decision-making process that should facilitate students' growth and development, rather than merely tending to the more prescriptive, mechanical, and course scheduling aspects of the activity.... In designing an effective advising delivery system, careful thought must be given to the desired ratio of advisors to advisees. To perform effectively, advisors must be assigned a reasonable load of advisees. A delivery system that prescribes too heavy advisor loads will inevitably result in unavailability, hurried contacts, lack of personal involvement, and, in general, poor advising experiences for students. (Crockett, 1982, p. 41)

The advisor plays such a crucial role in developing the student's sense of belonging and institutional fit, and in helping crystallize his/her goal, that a model for enrollment management aimed at student success must incorporate the wisdom of Mr. Crockett and pursue excellence in the advising process.

Enterprise State Junior College approximated a random sampling of their students and asked them to identify three desirable characteristics of an academic advisor. The responses follow:

(1) Advisors should be well informed about coursework (53%).

(2) Advisors should show understanding, concern, and interest in students (40%).

(3) Advisors should be friendly (31%), cheerful (29%), and encouraging (25%).

(4) Advisors should be knowledgeable about career opportunities available in the student's chosen field (21%).

(5) Advisors should be available (19%).

(6) Advisors should allow students ample time in advising sessions (19%).

(7) Advisors should be faculty from the area of the student's major (15%).

Furthermore, effective advising addresses the goal setting process prerequisite to student success. It is imperative that the institution adopt a posture of commitment to students not only to help them achieve their preestablished goals but also to assist them with the process of goal setting.

Lawson State Community College in its Retention Self Study defined academic advising as "a decision-making process through which a student, aided by an advisor, maximizes the educational experience through interaction specifically pertinent to both curricular and career planning" (p. 27).

Lawson's report continues:

> The role of an academic advisor includes the following: (1) assists student in defining and developing realistic goals, (2) identifies special needs, (3) matches students to available resources, (4) assists student in planning program consistent with abilities and interests, (5) monitors progress toward educational career goals, and (6) discusses with the student linkage between academic preparation and the world of work (p. 27).

The following strategies and tactics are, therefore, aimed at the provision of accessibility of advisors; staff development for strengthening the capability of advisors for accurate information dissemination; staff development aimed at refreshing advisors' interpersonal (techniques of counseling) skills; the division of advising responsibilities which should result in quantity and quality of time advisors can spend with advisees, increasing possibilities for students to experience more personal relationships with advisors; and a reward system for advisors.

STRATEGY	TACTICS
1. Reduce student anxiety regarding locating an appropriate advisor.	1. Match students with advisors through the following process: a. Refer new applicants (while on campus) from the Admissions Office to the Student Services Center for a mini orientation to Student Development Services offerings, assessment test scheduling, and advisor assignment. b. If the new enrollee has a declared major, direct the student to the appropriate division for advisor/advisee pairing; or c. If the new enrollee is an undecided major, direct the student to a Student Development Services staff member. d. Match students who are admitted via mail-out applications with appropriate advisors through the following process daily: (1) As new applications are received in the Admissions Office, enter all pertinent data (name, student number, goal, special needs, etc.) into the computerized data bank. (2) In the retention coordinator's office, print lists of new enrollees with accompanying pertinent data. (3) As the retention coordinator accesses lists of students with undecided majors, provide such lists to Student Development Services staff for their immediate contact. (4) As the retention coordinator accesses lists of students with declared majors, provide Division Chairpersons with such lists for their immediate contact. (5) As lists of new enrollees with technical college majors are generated, provide appropriate shop instructors such lists. (6) As lists of new enrollees (potential advisees) are disseminated to Student Development Services staff, Division Chairs, and shop instructors, mail to the students in question a brief letter recognizing their admission to the institution and providing for them names, offices, and telephone numbers of persons who can set up appointments for them with advisors prior to their registration.

STRATEGY	TACTICS
(1. Continued) Reduce student anxiety regarding locating an appropriate advisor.	e. Match "walk-ins" on registration days with advisors by directing them from Admissions to the appropriate divisions for assistance by a divisionally appointed advisor stationed at the Divisional office for such a purpose.
	f. Match students with advisors on freshmen advising and registration days by having available for assistance all faculty and administrative staff with advisee assignments. When students have advisor assignments in hand, they would proceed to appropriate persons for advising. When students appear without advisor assignments, assignments would be made as in part e.
	2. From Student Development Services and individual Division offices, quarterly mail letters to advisees, giving them the following information: advisor's name, office location, office telephone number, and established office hours when he/she should be available for advising.
	3. Develop a computer data bank of student advising assignments by advisor and make updated lists available to advisors quarterly.
	4. Post a listing of advisors and their advisees outside the Dean of Students office on main campus and at appropriate locations at extension sites.
2. Increase expediency in the advising process	1. Utilize *Course and Program Placement Student Profile* sheets in the advising process. Such sheets would contain the following: placement test results, high school records, admissions application information relative to specific student needs, and required coursework for students with declared majors.
	2. Utilize computer assisted advising within all Divisions incorporating the above noted information into the computer data bank.

STRATEGY	TACTICS
(2. Continued) Increase expediency in the advising process.	3. Publish class schedules well in advance of scheduled advising sessions. An annual class schedule facilitates planning for both students and advisors.
3. Increase advisor competency.	1. Hold, at least annually, orientation (complete with campus tour) for all advisors. 2. Hold (prior to early registration) quarterly meetings for all personnel involved in advising for the purpose of updating pertinent information. 3. Provide computer access to pertinent advising data. 4. Provide advisors with standard sheets (graduation check lists) for specific majors which can be given to their advisees. 5. Provide advisors with an advising handbook including a detailed description of the advising process with such aids as characteristics of a good advisor, how to advise students toward graduation instead of quarter by quarter copies of graduation checklists, etc. 6. Hold (bi-annually) staff development seminars for the purpose of revitalizing advisors' interpersonal/helping relationship skills. 7. Provide institutional membership in the National Institute for Staff and Orientational Development for the purposes of: a. Access to up-to-the-minute literature regarding staff development, and b. Access to nationally acclaimed experts in the area of retention.
4. Increase advisor enthusiasm for the task.	1. Develop a process for identifying and selecting a core of advisors. All faculty should not be required to advise. 2. Develop reward systems for acceptance of advisor responsibilities such as the following:

STRATEGY	TACTICS
(4. Continued) Increase advisor enthusiasm for the task.	a. Reduced class loads for acceptance of a comparably sized advisee load, and/or b. Reduced committee work for acceptance of increased advisee load; and/or c. Reduced registration advising load for individuals with established advisee pools. 3. Provide staff development experiences for advisors through the National Institute for Staff and Organizational Development.
5. Establish a network of identification of the underprepared student and the effective advising of such individuals.	1. During the mini orientation process, Student Services staff may ascertain which students are underprepared and may refer these students to the Developmental Learning Program, Special Services Program, or Educational Opportunity Center Program for special assistance -- advising and support services. 2. Designate a specially selected, specially trained group of advisors to work with students who score below college level on mathematics and English placement tests. If students experience success the first quarter and have selected a major, then assign to advisor in major field. 3. Effective advising of underprepared students (especially those undecided about a major) must include a discussion of interests, goals, career, support services, degree requirements, as well as class scheduling, grade point averages, and credits. 4. Advisors campus wide may assume, generally, that adult learners may be underprepared in some areas and apprehensive about their educational endeavors. Therefore, they may refer such students to Student Development Services Programs, writing laboratory, mathematics laboratory, and/or social science laboratory for assistance in specific areas. 5. Advisors may note either self reported data (taken from a student's application for admissions to the college) indicating specific needs to be addressed and/or profiled data (from his/her advisor's

STRATEGY	TACTICS
(5. Continued) Establish a network of identification of the underprepared student and the effective advising of such individuals.	student profile information sheet) which may indicate specific advising needs offered by Student Development Services and/or specialized laboratories.
6. Establish a system of long range advising for the total student population.	1. Establish and place on computer transfer guides for all major institutions and programs to which students generally transfer.
	2. Establish and place on computer for individual students requirements for their programs of study.
	3. Establish system for storing coursework taken alongside coursework lacked for degree/certificate completion as noted on the Course and Program Placement Student Profile.
	4. Allot thirty minutes per student per quarter prior to the registration period for an advising session with his/her advisor. Allot additional time as necessary.
	5. Plan student coursework for a year at the time using the graduation checklist. This is a semi-contract with the student to stay in college and look toward graduation. Give student a copy of the plan. It can easily be updated each quarter. Scheduling classes on an annual basis facilitates this process, although it is not absolutely necessary.
7. Establish student centered advising practices for re-entry students.	1. Assign advisors divisionally to particularly address the needs of re-entry students.
	2. Assign such advisors the responsibility of serving as liaisons between admissions office transcript evaluators and re-entry students.
	3. Provide quarterly a special mini orientation for all re-entry students.
	4. Adhere to above noted strategies and tactics for effective advising of all students.

Registration

Registration is the point in a student's educational experience after he/she utilizes the advice of friends and professional advisors, his/her own best judgement and interests, and follows an institutionally prescribed process for establishing his/her schedule and program of study for the ensuing academic period.

According to Brent Knight and Dennis Johnson, (1981) students frequently list registration as a barrier to enrollment. Waiting in lines and being expected to complete forms that have little apparent meaning to the adult student causes attrition before classes begin. Joseph A. Mangano and Thomas J. Corrado (1980) reported that adult students rated "speedy registration procedures" at 4.40 on a scale of 1-5 (with 5 being of most significance) as a need in their academic experience.

Lurleen B. Wallace State Junior College has found that conducting pre-advising and "Early Registration" prior to the end of fall, winter, and spring quarters encourages students to remain in college. In addition, computer printouts immediately following the early registration period provide a listing of students who have not registered and college personnel -- advisors, faculty, and counselors -- have time to contact students (usually by phone) to determine what their plans are for the next quarter and if they have problems such as finances, child care, work conflicts, etc. which we might assist them with; or other reasons for not returning. This gives college personnel a chance to assist students with problems and to encourage them to re-enroll for the next quarter.

Registration, as all other institutional functions, must be student centered in order to be a quality program. To this end, the following strategies and tactics are directed.

STRATEGY	TACTICS
1. Create an image of consistency of purpose through student centered registration policies and procedures.	1. Publish academic year class schedules with provision for quarterly addenda. 2. Publish academic year class schedules and quarterly addenda at least four weeks prior to scheduled registration periods. 3. Monitor by computer course placement (including orientation course, mathematics, and English placements) at all registration sites. 4. Curtail late admissions with the exception of late admission with faculty consent. 5. Offer pre-registration in May for fall quarter classes. 6. Arrange for placement testing and payment of tuition within the same building that registration occurs. 7. Provide for the collection of tuition to be concurrent with the registration process. Registration should not continue beyond the point in time any day that students cannot also pay tuition. 8. Provide "drop-in" boxes for student class schedule requests between registration periods. 9. Provide for mail-in of tuition. 10. During periods of heavy registration, provide a sufficient number of cashiers for the receipt of tuition. 11. Provide for the acceptance of charge card payment of tuition. 12. During all registration periods, keep the business office open for the acceptance of tuition from 8:00 a.m. until 8:00 p.m. 13. Provide for telephone registration and mail-out billing.

STRATEGY	TACTICS
2. Provide an expeditious registration process.	1. Provide schedules at least two weeks in advance of scheduled registration periods in order that students may separate the advising process from the registration process.
	2. Provide advisors with computerized profiles of their advisees' needs, requirements, and performance to date prior to advising periods.
	3. Provide on-line registration.
3. Provide conveniences for students involved with the registration process.	1. Provide special considerations (perhaps through the Special Services Program) for handicapped students.
	2. Provide a complementary nursery (while parents register) for children 18 months old through six years.
	3. Provide food service machines or snack bar services for the convenience of evening students.

Financial Aid

Consistent with the commitment to the open door admissions policy, the opportunity to obtain an education should not be denied to any student simply because of inadequate financial resources. A comprehensive financial aid program is essential to the continuing commitment of open access.

The functions of the financial aid office are the following:

1. To assist students with an understanding of typical student expenses, financial aid opportunities, and money management.

2. To administer the financial aid program of the college by developing and reviewing applications and forms; establishing systems to initiate, maintain, and store records; evaluating financial status of applicants and determining eligibility; and equitably allocating and dispursing funds.

3. To assist potential students, parents, secondary school personnel, college personnel, and community groups in understanding the financial aid resources available to students.

4. To develop a research and evaluation component which will gather data, analyze impact, and prepare necessary reports relative to financial aid activities of the college (Slowinski, 1984, p. 18).

To these ends, the following strategies and tactics are directed.

STRATEGY	TACTICS
1. Prepare students for day to day money management.	1. Offer money management seminars for enrolled students.
	2. Offer financial aid workshops for enrolled students.
2. Provide easy access to financial aid.	1. Reduce to the bare minimum the bureaucratic processes for securing financial aid.
	2. Explore new avenues (i.e., computer programs) for faster, more efficient handling of student aid programs.
	3. Provide staff development opportunities for financial aid office personnel to renew skills in interpersonal relations.
3. Reduce likelihood of students failing to pursue postsecondary education due to fear of insufficient financial resources.	1. Produce on-the-spot (as students present paperwork) calculations of student aid packages.
	2. Provide financial aid workshops for service area parents, students, secondary school personnel, and college personnel.
	3. Reserve some academic scholarships for sophomore students.
4. Evaluate the effectiveness of the institution's financial aid program.	1. Purchase and utilize computer programs for on-going research and evaluation of financial aid practices and impact.

Orientation

The orientation process cannot be contained within a program, a day, or a specific course. Rather, orientation to college begins with the student's first glimpse inside a college catalog, his/her friend's first recounted tale of collegiate life, or his/her first official communication with the institution. Nevertheless, organized, deliberate actions must be carried out if students are to be appropriately oriented to their new, unfamiliar post secondary surroundings.

Such deliberate actions should include individual mini orientations, freshmen group pre-enrollment orientations, broader institutional orientation, and specific instructor course orientation.

Significant at this juncture are the findings of the Calhoun Community College Retention Study Post-Enrollment Phase Committee. A random sample of 7% (500 students) of those students who had attended Calhoun Community College during Spring 1983 through Winter 1984 but had not returned during that time period were surveyed. The survey attempted to ascertain these students' reasons for discontinuance of their educational experience at Calhoun as well as to solicit their evaluation of specific programs and services. The survey revealed that the following percentages of students were unaware of the named programs and services:

1. Learning labs - 18%
2. Tutorial help - 12%
3. Job Placement - 10%
4. Student Activities - 8%
5. Counseling - 6%

6. Course Advisement - 6%
7. Food Service - 6%
8. Financial Aid - 6%
9. Library - 3%

Although one cannot legitimately infer a cause-effect relationship between lack of awareness of "special help" programs and academic difficulties, one must consider the possibilities for cause-effect relationships when, as the survey revealed, 15% of those students surveyed were not reenrolled because of academic status (although only 1% were actually suspended).

Furthermore, a student survey conducted at Enterprise State Junior College revealed select groups of information which students perceived to be necessary for inclusion in an orientation program. Categories these students identified as pertinent to orientation of new students were tutorial assistance, registration procedures, financial aid, counseling services, orientation to career programs, and library orientation.

A study was conducted at Jefferson State Junior College to determine the retention rate of those students participating in orientation programs as compared with the retention rate of those students who did not participate in such an orientation. The study showed that 99.6% of those students attending early registration/orientation for fall 1983 returned for winter quarter. Only 73.6% of those freshmen who registered at regular registration returned winter quarter and only 62.2% of those freshmen who registered late returned winter quarter.

It is the opinion of this State Task Force that critical to any plan for the retention of students is provision for a rational sequence of events which assist students in setting life goals. It is further hypothesized by this group that enhancement of students' self concepts as well as their skills in priority setting will be natural by-products of having set such goals. An orientation course appears to be an ideal vehicle for goal setting activities.

The following strategies and tactics are aimed at effective orientation of new students.

STRATEGY	TACTICS
1. Establish consistant orientation experiences for all students.	1. Provide comparable orientation courses for both technical and junior college students, day, night, and extension. 2. Provide prequarter freshman orientation, assessment, advising, and registration experiences for technical and junior college, day, night, and extension students each quarter. 3. Require an orientation course for all students. 4. Present top level administrators to students during prequarter orientation sessions.
2. Establish orientation to the postsecondary experiences as an aim of all institutional programs.	1. In pre-enrollment orientation, provide for introduction of students to available activities, resources, and services, such as the following: a. Student Activities (cocurricular programs), b. Developmental Services Programs, c. Career Development and Placement Services, d. Advising Services, e. Support services such as tutorial, study skills, writing, social sciences, and mathematics laboratories, f. Financial Aid Services, g. Student Health Services, h. Counseling Services, i. Honors Program, j. Bookstores and other auxiliary services, k. Assessment Services l. Community resources (libraries, agencies, etc.) 2. Encourage all faculty teaching entry level classes to provide the retention coordinator with names and student numbers of all students who do not attend the first few class meetings. 3. Encourage all faculty to provide the retention coordinator with names and student numbers of all students who are absent from class two class sessions.

STRATEGY	TACTICS
(2. Continued) Establish orientation to the post-secondary experience as an aim of all institutional programs.	4. Contact (from the retention coordinator's office) all students noted in 2. and 3. above. Inquire as to the reason(s) for their absences and offer assistance.
	5. Encourage all faculty to utilize a portion of the first class period each quarter to orient his/her students to the course, to his/her methods of teaching, testing, returning papers, etc. and to his/her expectations of student performance in that course.
	6. Encourage all faculty to distribute (in written form) to students the above noted information.
3. Provide students a general knowledge base of institutional policies affecting them.	1. In an orientation course, emphasize class attendance policies, student responsibilities in meeting deadlines and class assignments, and withdrawal procedures and deadlines.
	2. Establish an institution-wide attendance policy and communicate such to students through a student handbook, the college catalog, a student orientation course class, and all other classes.
4. Provide students who are undecided on a major specific experiences in career decision making.	1. Incorporate career decision-making activities in orientation courses.
5. Provide students an opportunity to participate in activities which incorporate the teaching of goal setting, priority setting, self concept evaluation, and student success behavior.	1. Incorporate these activities in orientation courses.

PHASE THREE: ENROLLMENT

The enrollment phase accounts for the bulk of a student's learning experiences (in and out of the classroom) as well as the majority of interpersonal encounters which the student will have as a part of the postsecondary experience. The enrollment phase as outlined in this model refers to the activities inside the classroom (instructional strategies); the cocurricular, developmental, career, and other supportive services outside the classroom (education and career services); and the content and structure of the institution's curricula (instructional relevance).

In order to accomplish the goal of quality education, certain overriding assumptions must be made. They are that: (1) A quality educational experience must be provided all segments of the student population--underprepared students, high achievers, 18 year-olds, adult learners, minorities, non-minorities, males and females.

Lowell Walter, Director of Advising, at San José State University, San José, California, makes a clear cut appraisal of higher education's position relating to underprepared students: "They are with us because although we tend to treat them in a patronizing way, we need them as much as they need us" (Walter, 1980, p. 163). The assertion could aptly be made that the reality of the situation is that we need all of the above named categories of students in order to pursue excellence of experience for any one of the particular groups of students. (2) Quality educational experiences emanate from positive, purposeful, pursuits on the part of faculty, Student Services personnel, administrators, and support personnel. In essence, quality education is the direct result of deliberate action institution-wide.

Students frequently judge the worth of their academic experiences on the basis of their perceptions of the quality of instruction, the accessibility of faculty members for consultation and advice, their freedom to consult faculty, and faculty and staff involvement outside the classroom (Smith, Lippitt, Noel, and Sprandel, 1981, pp. 22-23)...In general, institutions that are working to improve the quality of the experiences their students receive show evidence of change in three main areas: academic stimulation, personal future building, and involvement experiences... Although on many campuses the most important features of a holding environment must involve experiences outside the classroom as well. During their college years, students prepare themselves for life as well as for work. While they are undergraduates, young adults normally confront and resolve complex personal problems and situations, such as the achievement of independence and self-understanding, the search for a suitable career and the need to clarify a variety of values. Effective retention programs take advantage of theories of student development and maturation. A caring, responsive campus recognizes that retention programs designed according to the phases and outcomes of student development result in growth and enrichment for the institution as well as for the student.

Beal and Noel (1980) note that target groups for particular concerns are these: (1) high-risk and/or low academic performance,

(2) new students, (3) first generation college students, (4) undecided majors, (5) women, (6) adults, (7) economically disadvantaged, (8) those with limited educational aspirations, and (9) those with inadequate financial resources (p. 23).

With such knowledge, it behooves institutional personnel to first of all, make every effort to individualize the college experience for all students, with particular emphasis on the above noted categories of students. Then, it is imperative that this "personal touch" -- interest and concern for the individual student -- be translated into stimulating instructional strategies; pertinent, relevant, challenging, and invigorating student services; and relevant (to life and/or career) instructional programs.

Although separated for clarity's sake, it will be evident that the three aspects of the enrollment phase are intrinsically interrelated.

Instructional Strategies

Rouche and Watkins cite Hildebrand and Wilson's study (Rouche and Watkins, 1973, p. 23) in which five major areas were identified as significant in monitoring teaching excellence. They are as follows:

1. The instructor goes beyond simply delivering content to sharing origins or history, interrelated patterns of themes, and the implications or concepts that undergird facts.
2. The effective instructor is clear, organized, and presentations are characterized by well chosen examples and apt analogies.
3. The instructor is able to orchestrate effectively in a group setting - to control, pace, and stimulate effective interation.
4. The instructor communicates to the learners a genuine concern for them as individuals.
5. There is no substitute for a teacher's eager interest and enthusiasm for teaching and for his/her subject.

Paul Keating of Brookdale Community College defines great teaching this way:

> What works is an atmosphere, a relationship, a rapport. What the experiences (I've had) tell me is that the teacher must bring a sense of discovery to the process, maintain a willingness to learn from the student, value the student's world, encourage students to learn from one another, develop the ability to adapt technique to situation, and most of all, master the skill of listening (Keating, 1982, p.2.).

Successful teachers of adults perform a balancing act.

> They balance classroom teaching with mentoring or advising on a one-to-one basis; student-centeredness with highly directive and prescriptive behavior; a clear focus on a task with creative, flexible options for student participation (Rouche and Watkins, 1973, p.23)

With the above stated philosophies in view, the following strategies and tactics are given.

STRATEGY	TACTICS
1. Prepare faculty for enrollment management through staff development opportunities.	1. Provide courses/seminars for instructors to learn to improve teaching skills through affiliation with National Institute for Staff and Organizational Development.
	2. Set priorities: Develop an institutional policy/attitude of "student first, committee work, etc. to follow in order of importance."
	3. Develop a consciousness of the essentials of quality faculty-student interaction.
	4. Evaluate and improve time management skills, focusing on such tasks as computer assisted test scoring and objective test construction.
	5. Provide enrichment programs for faculty and student development services staff to enhance skills in providing encouragement to students and the development of a learning atmosphere campus-wide.
	6. Provide opportunities for faculty to refine test development skills.
	7. Provide faculty (via the retention coordinator's office) lists of students enrolled in their classes who are potentially attrition bound.
	8. Provide specific information and easy reference data for referral of students identified by faculty as having difficulties to Student Development Services.
	9. Route copies of Student Development referrals (noted above) to the retention coordinator for further follow-up.

STRATEGY	TACTICS
(1. continued) Prepare faculty for enrollment management through staff development opportunities.	10. Teach instructors to use computers in instruction. 11. Provide "state-of-the-art" updates for instructors. 12. Provide opportunities for faculty to share among themselves practices which seem to increase student success.
2. Utilize instructional strategies that will lend structure and therein reinforce student follow-through.	The following tactics are taken directly from Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success (Horvath, 1984). 1. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some interpersonal activities listed elsewhere or ask the students to submit areas that they would like to learn about during the semester. 2. List and discuss your course objectives on the first day. Let students know how your course can fit their personal/career goals. Discuss some of the fears and apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning. Remind them again three or four weeks later. 3. Provide a course outline for each student; include required and optional textbooks, assignments, grading policies, attendance rules, etc. 4. Have students fill out an index card with name, address,

STRATEGY	TACTICS
(2. continued) Utilize instructional strategies that will lend structure and therin reinforce student follow-through.	telephone number, goals, and other personal information you or they think is important. Ask them to provide a list of the times they are available to meet with you. 5. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern. 6. Insist that students contact you or the division secretary if they are going to be absent for more than one class period. 7. Explain clearly student responsibilities for missed classes, exams, late papers, etc. 8. Be flexible when scheduling make-up tests and quizzes; students may have other classes. 9. If you had to miss a class, explain why and what you will do to make up the time and/or materials. 10. If you are absent because of illness or an emergency, telephone your instructor. 11. At the beginning of each class period, announce your topic of the day and your objectives. 12. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting and impels you to present your material in an orderly manner. 13. Get to class before the students arrive; be the last one to leave. Meet all of your classes as scheduled.

STRATEGY	TACTICS
(2. continued) Utilize instructional strategies that will lend structure and therein reinforce student follow-through.	14. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind a desk for the entire period. Do not allow the room design or furniture arrangement to set up artificial barriers between you and the students.
	15. Maintain good eye contact with students; this is extremely important both in and out of class.
	16. Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
	17. Use familiar examples in presenting materials. If you teach rules, principals, definitions and theorems, explicate these with concrete examples that students can understand.
	18. Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction. Remember one approach may work well with one group, but not with another. Each class generates its own "personality" and leadership.
	19. Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material and take them to the location (learning resource center, study skills, etc.).
	20. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation. Librarians are happy to cooperate.

STRATEGY	TACTICS
(2. continued) Utilize instructional strategies that will lend structure and therein reinforce student follow-through.	21. If the subject matter is appropriate, use a pre-test to determine their knowledge, background, expertise, etc.
	22. Devise the first test of the semester to cover a small unit -- fewer topics to study, fewer test questions, etc.
	23. Be sure your tests cover the most important aspects of the unit and course. Explain your philosophy and purpose of testing.
	24. Return tests, quizzes, and papers as soon as possible. Write comments (+ and -) when appropriate. Explain verbally or in writing the errors that students made.
	25. Ask students to evaluate your test either at the end of the test or during the next class period.
	26. Explain thoroughly (orally and in writing) your grading methods and procedures. Remind students of those procedures when you return tests, themes, research papers, etc.
	27. As often as you can and in as many ways as you can, show your concern for the students' progress in the course.
	28. Give each student a mid-term grade and indicate what each student must do to improve; a mid-term conference may be needed. A computer generated letter may be the best medium to use.
	29. Have the counselors visit your classes to foster awareness of counseling and placement services. Also, reading faculty will volunteer to review the SQ4R (survey, question, read, recite, rite, review) method of studying your test.

STRATEGY	TACTICS
(2. continued) Utilize instructional strategies that will lend structure and therein reinforce student follow-through.	30. Let students know that you are able and willing to discuss study techniques and habits for your course.
	31. Tell students directly when it is appropriate or inappropriate to ask questions in class or during a lecture. If you tell them it's ok to ask a question when you are lecturing, don't be annoyed if they do!
	32. Don't be afraid to admit that you don't know all the answers to questions that students raise.
	33. Help students feel free to ask questions. When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own words.
	34. Provide positive reinforcement whenever possible; give students a respectful answer to any question they might ask.
	35. Clarify and have students understand what is acceptable and unacceptable behavior in a classroom. Be consistent in enforcing your rules. Seek administrative assistance if problems persist.
	36. Allow students to switch classes if work schedules change or other salient reasons develop. Cooperate with colleague if he/she makes a request.
	37. Refer untimely withdrawals to counseling for future follow-up.
	38. Develop and implement staff development programs for part-time faculty. (end quoted material).
	39. Provide a site for part-time faculty to work (talk with students, grade papers, develop lesson plans, ect.).

STRATEGY	TACTICS
(2. continued) Utilize instructional strategies that will lend structure and therein reinforce student follow-through.	40. Evaluate and strive to improve communications among full-time faculty, part-time faculty, and Student Development Services staff. 41. Issue homework assignments at the first class meeting. 42. Give and return students a number of tests or other papers before withdrawal period ends in order that students may better ascertain instructor expectations as well as their progress in the course. 43. Secure and arrange appropriate equipment necessary for experiencial learning. 44. Strive for relevance in material presented in class. 45. Provide (mid quarter) the Retention Coordinator with names of those students whose grades fall below a "C" in order that he/she may follow-up on such students' progress. 46. Administer standardized exit examinations for students in courses for which assessment was required for placement. 47. Reward (with extra points) students for participation in extracurricular activities since such are a part of the collegiate experience and also aid in the retention of students.
3. Utilize interpersonal approaches that will enhance students' sense of belonging at the institution.	The following tactics are taken directly from Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success.

STRATEGY	TACTICS
(3. continued) Utilize interpersonal approaches that will enhance students' sense of belonging at the institution.	1. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms., first name). 2. Learn the name of each student as quickly as possible and use the student's name in class. Based upon your own style, student preference, and the classroom atmosphere you want to create: A. Call on students by their first names or nicknames. B. Call on students by using Mr., Mrs., Miss, Ms. C. Avoid referring to students in condescending forms. 3. Be aware of the differences and similarities between students' classroom mistakes and their personal successes/failures. 4. Be fair and impartial in dealing with students both in and out of class. 5. Be honest about your feelings, opinions, and attitudes toward students and toward your subject matter. 6. Listen intently to student comments and opinions. Use a "lateral thinking technique" (adding to ideas rather than dismissing them) so that students feel their ideas, comments, and opinions are worthwhile. This approach permits you to consider all viewpoints. 7. Don't quarrel with students over a minor point in class; avoid the appearance of rigidity.

STRATEGY	TACTICS
(3. continued) Utilize interpersonal approaches that will enhance students' sense of belonging at the institution.	8. If a student tells you something in confidence, respect that confidence. Avoid making value judgments (verbally or non-verbally) about these confidences.
	9. Lend some of your books (reference) to students and borrow some of theirs in return. You can initiate the process by saying, I've just read a great book on ____; would anyone like to borrow it?
	10. Give your telephone number to students, your office hours, and the location of your office. Advise students to leave messages with the division secretary if they are unable to contact you.
	11. Provide a small note pad on your office door so students can leave messages if you are not in.
	12. At first class meeting, pair up the students and have them get acquainted with one another. Switch partners every five (5) minutes. Faculty should participate. Have students introduce one another to the entire class.
	13. Have the students establish a "buddy" system for absences, work missed, assignments, tutoring, etc. Exchange telephone numbers; pair them by major or geographical proximity (zip codes).
	14. At the end of each class period, ask one student to stay for a minute to chat (compliment him/her on something; tell student you missed him/her if absent, etc.).

STRATEGY	TACTICS
(3. continued) Utilize interpersonal approaches that will enhance students' sense of belonging at the institution.	15. Instead of returning tests, quizzes, themes in class, ask students to stop by your office to pick them up. This also presents an opportunity to talk informally with students.
	16. Call students on the telephone if they are absent. Make an appointment with them to discuss attendance, make-up work, etc. If you cannot contact them by telephone, drop them a short letter or postcard.
	17. Get feedback periodically from students on their perceptions of your attitudes toward them, your personal involvement, etc.
	18. Socialize with students as your style permits by attending their club or social activities, by walking with them between classes, etc.
	19. Take a student or a group of students to lunch (dutch treat).
	20. Conduct a personal conference with all students sometime during the semester.
	21. Provide some means to establish quick, positive reinforcement to students within the first few class periods.
	22. Throughout the course, but particularly during the crucial first class sessions: A. Stress a positive "you can handle it" attitude. B. Emphasize your willingness to give individual help with course content. Point out the relevance of your subject matter to the concerns and goals of your students. C. Capitalize on opportunities to praise the abilities and contributions of students whose status in the course is in

STRATEGY	TACTICS
(3. continued) Utilize interpersonal approaches that will enhance students' sense of belonging at the institution.	doubt; well-timed encouragement could mean the difference between retention and attrition. D. Utilize a variety of instructional methods, drawing on appropriate audio-visual aide as much as possible. E. Urge students to talk to you about problems, such as changes in work schedule, before dropping your course. Alternative arrangements can often be made; if arrangements cannot be made, explain proper procedures to withdraw. (Horvath, 1983). 23. Publish a tabloid introducing faculty and administrative staff to students. 24. Provide, at a convenient hour for students, a faculty/staff talent show. 25. Note students with special talents and/or skills and direct them into activities (clubs, organizations, events) where such can be further developed. 26. Search for at least one strength/talent/ability in each student and acknowledge that special ability. 27. Provide the retention coordinator the names and student numbers of those students who miss class frequently so that he/she may follow-up with such students, and, possibly, provide needed referral to particular Student Development Services' programs/personnel.
4. Respond to the need for developmental programs where such needs are identified through student assessment.	1. Provide a developmental reading program for students who are not reading at the postsecondary level. 2. Offer remedial and/or developmental courses at all sites -- Technical College, Junior College --

STRATEGY	TACTICS
(4. continued) Respond to the need for developmental programs where such needs are identified through student assessment.	day, evening, and extension.
	3. Develop remedial coursework in all basic skills disciplines which will lend themselves to such.
5. Strive to enhance students' appreciation of the value of each course.	1. Remind students, from the first class meeting, of the theoretical and practical applications of the material to be studied.
	2. When possible, relate coursework to career choice.
	3. Utilize part-time faculty as consultants in their area of specialization.
6. Promote the integration of knowledge.	1. Establish interdivisional committees for the development of approaches to be taken in the integration of disciplines.
	2. Share materials, equipment, and/or ideas interdepartmentally and interdivisionally.
	3. Develop performance standards for students that demand synthesization of subject matter.
7. Provide classroom experiences for the development of global perspectives.	1. Expand the curriculum to provide opportunity for students to be introduced to the non-western cultures.
	2. Draw from practical, day to day occurences (i.e., foreign product competition, native produce embargos, etc.) to illustrate global happenings that affect students' lives. Pursue possibilities for their reshaping of such happenings.
8. Teach skills.	1. Provide coursework in basic skills (i.e., reading, writing, speaking, and mathematics.)

STRATEGY	TACTICS
(8. continued) Teach skills.	2. Provide coursework in future skills (i.e., computer literacy, statistics, and non-Western language).
	3. Provide coursework in advanced skills (i.e., values analysis, critical thinking, and problem solving).
9. Educate the nonspecialist in both the technical sphere as well as the junior college area.	1. Provide mini coursework in technical shops such as auto mechanics, electronics, drafting, etc.
	2. Provide generalized computer literacy courses in both junior and technical colleges.
	3. Provide generalized (non-major) coursework in all divisions (Gaff, 1983-84).
10. Establish student centered attendance policies.	1. Develop a campus-wide attendance policy.
	2. Send a computer generated letter to students mid-term indicating the student's attendance record and institutional expectations regarding attendance.
11. Institutionally, make a commitment to superior instruction.	1. Provide an evaluation system for faculty based on (a) institutional expectations of faculty and (b) student perceptions of faculty effectiveness.
	2. Develop a reward system for superior instruction.
	3. Strive to identify and eliminate institutional inhibitors (policies, practices, etc.) of excellence.
12. Provide special attention to identified potential drop-outs.	1. Provide (from the retention coordinator's office) faculty with lists of students with special needs.

STRATEGY	TACTICS
(12. continued) Provide special attention to identified potential drop-outs.	2. Identify (within the first week of classes) students with special needs.
	3. Refer students to appropriate Student Development Services personnel when appropriate.
	4. Initiate faculty-student conferences with potential dropouts within the first week of classes.
	5. Telephone student for immediate follow-up after absences from class.
13. Provide non-punitive grades in selected courses.	1. Assign noncredit (NC) nonpunitive grades to students in developmental courses in which such students a. Hold grade averages (in those courses) below a C, b. Have attended class regularly, and, c. Have consistently attempted required assignments.
	2. Assign NC grades only once per course.
14. Provide an outlet for feedback from students regarding instructional strategies.	1. Develop faculty evaluation forms and provide means for anonymous completion of such forms by students in each class.
	2. Utilize responses in informal faculty evaluation sessions with department chairs.

Education and Career Services

Education and career services are those institutional programs which support and/or expand the classroom experience of students. As noted earlier in the narrative, Noel asserts (Smith, Lippitt, Noel, and Sprandel, 1981, pp. 22-23) that postsecondary students are involved in significant and broad life affecting changes while enrolled in educational pursuits. As a result, he suggests, it is imperative that educational opportunities be provided for students' social and leadership development (through career counseling and academic advising), part-time or full-time employment (through job placement services), resolving of personal concerns (through counseling services), improvement of readiness for learning (through study skills training and developmental services), etc. Slowinski explicitly states the counseling and advising functions of education and career services as follow:

1. To facilitate self-awareness and individual growth through counseling in both group and individual settings.

2. To provide information and direction through advisement for vocational, educational, personal, and social development opportunities and to acquaint the student with informational resources for future individual research.

3. To facilitate the proper academic placement of students through comprehensive assessment and interpretation resulting in the identification of appropriate educational, vocational, or personal goals.

4. To provide service when appropriate for college faculty and staff.

5. To collaborate with teaching faculty in developing appropriate learning experience.

6. To provide crisis intervention and referral to external agencies and institutions.

7. To facilitate transfer to other institutions by providing appropriate articulation services for those wishing to pursue additional academic study. (Slowinski, 1984, p. 17).

A study conducted at Lawson State Community College in 1982 in which forty students participating in student activities and forty students who were not participating in student activities were randomly selected to complete the following self appraisal. Inferences may be drawn concerning student activities impact on the quality of the educational experience as well as retention.

STUDENT SELF-APPRAISAL CHECKLIST*

Directions: Rate yourself with a check mark as to how you see yourself in the following categories. Place one check mark (x) in one of the squares that range from High to Low.

A. Participating Students in Student Activities
B. Non-Participating Students in Student Activities

	HIGH	AVERAGE	LOW
1. Motivation	A. 96% B. 30%	A. 4% B. 60%	A. -- B. 10%
2. Ability	A. 75% B. 50%	A. 22% B. 17%	A. 3% B. 33%
3. Grade Point Average	A. 91% B. 5%	A. 6% B. 80%	A. 3% B. 15%
4. Aggressive	A. 78% B. 25%	A. 10% B. 13%	A. 12% B. 62%
5. Leadership	A. 83% B. 21%	A. 7% B. 35%	A. 10% B. 44%
6. Articulate	A. 64% B. 14%	A. 30% B. 56%	A. 6% B. 30%
7. Sociable	A. 96% B. 10%	A. 3% B. 84%	A. 1% B. 6%
8. Awareness of Academic Offerings	A. 94% B. 3%	A. 3% B. 87%	A. 3% B. 10%
9. Goal-Oriented	A. 98% B. 82%	A. 2% B. 16%	A. -- B 2%
10. Spirit of Citizenship	A. 27% B. 21%	A. 70% B. 65%	A. 3% B. 14%
11. Fellowship	A. 17% B. 6%	A. 82% B. 74%	A. 1% B. 20%
12. School Spirit	A. 92% B. 86%	A. 6% B. 8%	A. 2% B. 6%
13. Scholarship	A. 96% B. 14%	A. 4% B. 82%	A. -- B. 4%

Chart Continued.

	HIGH	AVERAGE	LOW
14. Self-Reliant	A. 93%	A. 7%	A. --
	B. 14%	B. 89%	B. 1%
15. Self-Esteem	A. 91%	A. 9%	A. --
	B. 17%	B. 80%	B. 3%

* Random sampling of forty (40) students participating in student activities and (40) students who do not participate in student activities.

As has been easily recognizable throughout this text, education and career services, though they are given particular attention during the enrollment phase, are intricately interwoven into the fiber of the entry phase from the advising, registration, and orientation of students to the college experience. In fact, education and career services could and should play a vital role (as spelled out earlier in this manual) in the pre-enrollment phase.

It is evident, then, that a commitment to excellence in education demands a commitment to excellence in Education and Career Services. The following strategies and tactics are directed toward the pursuit of such excellence.

STRATEGY	TACTICS
1. Establish student centered education and career services delivery systems.	1. Provide cocurricular programming that should address the interests of each segment of the student population. 2. Provide an extra-class activity period so that commuter students may have opportunities to participate in collegiate student activities. 3. Structure freshman advising and registration programs such that they meet the following criteria: a. Allow students time to complete the registration process through the payment procedure; b. Are consistent for all students -- day, evening, and extension students; c. Provide orientation to Student Services programs; and d. Provide access to not only Student Services advisors but also to academic or technical advisors. 4. Provide mini orientation for new student applicants. 5. Simplify procedures for student assistance from tutorial services. 6. Provide avenues for reciprocal communications between education and career services personnel (Student Development Services Staff) and faculty in order to inform each group of the programs perceived to be needed by students. 7. Provide job placement services to all students. a. Post notices on bulletin boards when prospective employers are to be on campus to interview.

STRATEGY	TACTICS
(1. continued) Establish student centered education and career services delivery systems.	b. Advertise such notices in the campus newspaper. c. Advertise through the campus newspaper, fliers, and bulletin boards all services offered by the placement office.
2. Establish stronger communication links between education and career services and faculty.	1. Include faculty in planning stages for Student Development Services program development.
	2. Pursue opportunities for input into faculty program development.
	3. Publish accounts of education and career services successes for campus dissemination.
	4. Commend faculty for instructional strategy successes.
	5. Collaborate with faculty in developing student centered schedules.
	6. Create (in the retention coordinator's office) a master file for the compilation of data for the correlation of student class attendance with grades earned in coursework.
	7. Create a system whereby faculty report to the retention coordinator the names of those students who are in academic difficulty and/or who have potentially excessive absences by mid-term each quarter.
	8. Make appointments with counselors for those students who have poor grades and poor attendance records at mid-quarter.
	9. Develop a computer program that, by transfer colleges, identifies: a. Location and general campus information;

STRATEGY	TACTICS
(2. continued) Establish stronger communication links between education and career services and faculty.	b. Student services, housing, fees, etc., c. All majors and programs offered; and d. A degree audit. Make this information available to students in division offices, counselors' offices, and in the library. (O'Banion, 1984).

Instructional Relevance

Instructional relevance refers to the perceived appropriateness of the content and structure of institutional curricula. The appropriateness of a curriculum, of course, is necessarily determined by the perception of relevance held by the onlooker. The individual who is anticipating job readiness as a result of completing skills training perceives appropriateness of curriculum in terms of that curriculum's success in preparation of students for employment. On the other hand, the individual observer whose perception of curriculum appropriateness is based upon an orientation toward "learning for learning's sake" perceives the appropriateness of a curriculum based upon a completely different set of criteria.

STRATEGY	TACTICS
1. Insure the marketability of technical programs.	1. Utilize craft committees to assist curriculum developers in keeping programs state-of-the-art.
	2. Survey former students to ascertain their experiences in finding employment in their training area.
	3. Survey former students to ascertain their job readiness upon completion of their course of study.
	4. Provide faculty development opportunities for all faculty so that they may keep abreast of skills that will insure state-of-the-art instruction.
	5. Purchase high tech equipment commensurate with the market place for instructional purposes.
	6. Provide for evaluation (perhaps through State Department Consultants) of college programs.
	7. Utilize technical consultants for recommendations concerning program marketability.
	8. Pursue interaction with area industry in order to better ascertain their needs and to incorporate such needs into instructional programs.
	9. Create avenues for communication between job placement program findings and curriculum developers.
2. Establish a student centered approach to student-technical program matching.	1. Utilize a testing program and establish program placements using the assessments as one criterion.
	2. Use interest inventory for vocational decision making.
	3. Allow more flexibility (through compentency based programs) for exit points for technical programs.

STRATEGY	TACTICS
3. Establish an institutional policy of educating students regarding the relevancy of college courses.	1. Utilize a portion of first class meetings to illustrate the relevancy of courses to life situations, the job market, etc.
	2. Periodically, lead students in class discussions, eliciting from them inferences of course relevance to "real life situations."
	3. Utilize part-time faculty with expertise in particular fields to help evaluate college offerings in appropriate areas.
4. Establish an institutional posture toward providing programmatic relevance for undecided majors.	1. Educate faculty and counselors through staff development programs to the fact that high percentages of students do not have chosen majors upon entering colleges.
	2. Expand developmental coursework to meet the needs of such students.
	3. Label existing general education curricula "core curriculum" for undecided majors.
5. Insure the academic marketability of all courses provided by the institution.	1. Strive for excellence in instruction.
	2. Insure that university parallel courses of study are on a par with such offerings at a university.
6. Convey the image of an institution which is seeking to make its programs and practices relevant to each individual student.	1. Write college literature so that it addresses the institution's goal orientation.
	2. Stress the importance of student's setting goals in the orientation course.
	3. Stress goal-setting as a priority item in staff development programs.

STRATEGY	TACTICS
(6. continued) Convey the image of an institution which is seeking to make its programs and practices relevant to each individual student.	4. Stress the significance of goal setting in one-on-one advising situations. 5. Stress the significance of goal setting in the Freshman Advising and Registration Program. 6. Promote the active participation of a curriculum committee in decision making pertaining to course relevance. 7. Consider possibilities for offering separate sections of particular courses for older adult learners, incorporating differing approaches from those used with traditional college age students. 8. Schedule for both day and evening students speakers who can address the relevance of a particular courses and programs. 9. Promote meetings between institutional administrators and faculty and business leaders for discussions of curriculum relevance. 10. Address relevance of coursework from both career goals and life goals or viewpoints.

PHASE FOUR: POST-ENROLLMENT

The Post-Enrollment Phase of a student's postsecondary experience occurs, obviously, after the student's official tenure at the institution. For purposes of enrollment management, post-enrollment studies are considerations of former students' awareness, usage, and evaluation of institutional programs, practices, and services.

A Post-Enrollment component of an enrollment management plan should include provision for the tracking of "completers", those individuals who have met their stated institutional goals and have entered the world of work, a four-year institution, or have returned to their former enterprises, hopefully more capable in the pursuit of their jobs and/or interests.

Since an enrollment management model has as its goal the effecting of programs and practices that will lend themselves to quality educational experiences for postsecondary students, the summative evaluation provided by post-enrollment's look at pre-enrollment, entry, and enrollment phase programs and practices should, in turn, be used formatively. For example, lack of specific programs, services, etc. should lend explicit direction to pre-enrollment planners who communicate institutional offerings to the public. Knowledge of such lack of awareness regarding institutional offerings should, furthermore, be used formatively in the structuring of entry and enrollment phase orientations. Implications for use, formatively, of post-enrollment findings are numerous.

For the purpose of this manual the Post-Enrollment Phase Committee of Calhoun Community College devised a system for ascertaining former students' degrees of awareness, usage, and evaluation of specific institutional programs and services. A random sample of 7% of those students having been enrolled spring quarter, 1983, through winter quarter, 1984, but not having returned during any academic period of the stated time frame were selected to be surveyed by telephone regarding specific institutional programs and practices as well as their specific reasons for discontinuance of enrollment at this institution. The sample included day, night, and extension students (both Technical and Junior College students) who were graduates, stopouts, dropouts, or on academic suspension.

Of the 7% (500 former students) ramdomly selected for survey purposes, approximately 175 former students were actually surveyed due to incorrect telephone numbers and other causes of inaccessibility.

The telephone survey of previous students was administered over a three week period of time. Before being called, students were mailed cards to notify them of the survey. The survey callers were all professionals who served on the Post-Enrollment Committee or were members of the Student Development Staff. The surveyors found the previous students very·receptive about being called with a number of them requesting re-enrollment information. By using professional staff, questions and/or concerns of the student were dealt with immediately. Even the students who had been suspended because of poor academic success seemed to be satisfied with their treatment by Calhoun College.

The percentile totals of the responses may be found in the Post-Enrollment Survey Summary of this section of the report. Not all totals will be 100% of the sample since some questions allowed multiple responses and not all people responded to each question.

Demographic Data

The data were representative of the Calhoun College population.

The following are the distributions of the demographic data:

1. SEX -- Male = 45%; Female = 55%
2. RACE -- White = 89%; Black = 8%; other races = 3%
3. GRADUATION -- High School = 53%
   - GED = 11%
   - Transferred = 36%
4. AGE GROUPS -- Under 20 = 7%
   - 20 - 25 = 43%
   - 26 - 29 = 14%
   - 30 - 34 = 15%
   - 35 - 45 = 12%
   - 46 - 60 = 9%
   - Over 60 = 1%
5. DIVISION -- Technical = 10%
   - College = 90%
6. LOCATION -- Day = 28%
   - Night = 30%
   - Extensions = 42%
7. FINANCIAL AID -- yes = 12%
   - no = 88%
8. GRADES -- 0.10 - 2.00 = 22%
   - 2.01 - 3.00 = 34%
   - 3.01 - 4.00 = 26%
   - No Class Completed = 18%
9. GRADUATED -- Yes (Col-Tech) = 15%
   - No (Col-Tech) = 78%
   - Career (Tech) = 7%
10. STATUS -- No Problem = 85%
    - On Probation = 14%
    - Suspension = 1%

The overall statistics of the surveyed population were similar in most areas to the overall campus data as printed in the 1983-84 FACT BOOK published by the Office of Institutional Research. The available comparisons were as follow:

CATEGORY	FACT BOOK %	PRESENT %
1. SEX - Male	46	45
- Female	54	55
2. RACE - White	87	89
- Black	09	08
- All Others	04	03
5. DIVISION - Tech	14	10
- College	86	90
6. LOCATION - Day	46	28
- Night	19	30
- Ext	36	42
7. FIN/AID - yes	30	12
- no	70	88
9. GRADUATED	18	15

Post-Enrollment Summary

The post-enrollment survey has supplied a volume of data. This summary will cover the most significant responses to the survey questions. The five survey topics will be discussed individually.

I. WHY DID YOU SELECT CALHOUN COLLEGE?

A. Students' main reasons for attending Calhoun were as follow:

1. Location of college - 43%
2. Availability of extensions - 14%
3. Availability of programs - 12%
4. Cost of college tuition - 9%
5. Advice of peers - 8%
6. Advice of family - 2%

B. Students' minor reasons for attending Calhoun were as follow:

1. Cost of college = 9%
2. Availability of programs = 9%
3. Availability of extensions = 5%
4. Advice of peers = 4%
5. Location of college = 4%
6. Other remarks
   a. Reputation of school = 5%
   b. Sent by employer = 3%
   c. Received a scholarship = 1%
   d. Afraid of 4 year schools = 1%
   e. Want to live at home = 1%

II. WHAT WAS YOUR PRIMARY GOAL IN ATTENDING CALHOUN?

The primary goals listed in descending order are as follow:

1. Obtain a degree = 32%
2. Prepare for transfer = 27%
3. Learn a skill = 10%
4. Self-improvement = 9%
5. Upgrade job skills = 7%
6. Obtain a certificate = 5%
7. Prefer school to work = 2%
8. Other remarks
   a. Job advancement = 2%
   b. Special skills = 1%

III. DID YOU REACH YOUR GOAL?

A. The 46% responded 'yes' for the following reasons:

1. Transferred = 16%
   a. Completed certificate = 2%
   b. Completed degree = 5%
   c. Completed degree at other school = 6%

2. Graduated = 9%
3. Received jobs = 2%
4. Working in the field of study = 13%
5. Not in the field = 16%
6. Using skills from Calhoun = 11%
7. Using other skills = 9%

B. The 53% responded 'no' for the following reasons:
  1. Went to work = 14%
  2. Financial reasons = 4%
  3. Marriage = 3%
  4. Illness = 2%
  5. Had a child = 2%
  6. Suspended = 1%
  7. Other remarks
    a. Conflict with work schedule = 5%
    b. Personal/family problems (four needed child care) = 4%
    c. Could not adjust to college study = 2%
    d. Problems with instructor = 2%
    e. No goal in mind = 1%
    f. Classes not available = 1%

IV. WHAT FACTORS WOULD MOST INFLUENCE YOU TO RETURN TO CALHOUN?

A. Availability of courses = 20%
B. Program selection = 8%
C. Never will return = 5%
D. Financial Aid = 3%
E. Pay tuition (time payment) = 2%
F. Counseling = 1%
G. Other
  1. Program location/more extension classes = 10%
  2. Plan to return this fall = 8%
  3. Will return when they re-establish school as a goal = 6%
  4. If upper division courses are offered = 3%
  5. If special programs/classes are offered at the extensions = 4%
  6. Shorter class hours = 2%
  7. Child care needed = 2%
  8. Change of instructors = 1%

V. WERE THESE SPECICIC AREAS ADEQUATE?

A. Services indicated as 'adequate' by the students surveyed were as follow:

  1. Instruction = 88%
  2. Attitude of non-teaching staff = 88%
  3. Facilities = 86%
  4. Course availability = 82%
  5. Equipment = 64%
  6. Parking = 62%
  7. Course advisement = 58%
  8. Library = 48%
  9. Counseling = 42%

    10. Learning labs = 28%
    11. Financial aid = 21%
    12. Food service = 18%
    13. Student activities = 17%
    14. Tutorial help = 12%
    15. Job placement = 10%

B. Services indicated as 'not adequate' by at least 2% of those surveyed were as follow:

    1. Parking = 30%
    2. Course availability = 9%
    3. Instruction = 5%
    4. Food service = 5%
    5. Equipment = 5%
    6. Facilities = 5%
    7. Course advisement = 4%
    8. Job placement = 3%
    9. Library = 3%
    10. Learning labs = 3%
    11. Student activities = 2%
    12. Attitude of non-teaching staff = 2%
    13. Counseling = 2%

C. Services indicated as 'did not know' by at least 2% of those surveyed were as follow:

    1. Learning labs = 18%
    2. Tutorial help = 12%
    3. Job placement = 10%
    4. Student activities = 8%
    5. Counseling = 6%
    6. Course advisement = 6%
    7. Food service = 6%
    8. Financial aid = 6%
    9. Library = 3%

D. Services indicated as 'did not use' by at least 2% of those surveyed were as follow:

    1. Job placement = 70%
    2. Tutorial help = 70%
    3. Financial aid = 67%
    4. Student activities = 67%
    5. Food service = 63%
    6. Learning labs = 45%
    7. Counseling = 43%
    8. Library = 41%
    9. Course advisement = 26%
    10. Equipment = 21%
    11. Parking = 2%

E. Other comments made by at least 2% of those surveyed were as follow:

1. Parking on campus is not adequate = 6%
2. Spoke highly on specific instructors = 6%
3. Wish Calhoun were a four year college = 6%
4. Said they really enjoyed Calhoun = 3%
5. Spoke negatively about specific instructors = 3%
6. Class schedules not well mixed = 2%

STRATEGY	TACTICS
1. Provide ongoing research essential to the identification of changing needs of the students and their community.	1. Designate a person for the single responsibility for ongoing retention research.
	2. Survey former career vocational students to ascertain their perception of their job readiness upon completion of coursework at the institution.
2. Maintain contact with all former students - whether graduates, stopouts, or dropouts.	1. Interview all students as they withdraw from the institution.
	2. Contact students who fail to re-enroll as soon as they are identified.
	3. Continue a relationship with non-returning students through social functions, athletic contests, and use of facilities for community groups' banquets and meetings.
	4. Contact former students through a community education program.
	5. Survey graduates to ascertain valuable opinions about institutional programs, characteristics, and policies.
	6. Telephone students who pre-register but fail to pick up their schedules.
	7. Send out a quarterly newsletter to alumni.
	8. Honor outstanding alumni at Honors Day or graduation ceremonies.
	9. Use alumni as resource persons.
	10. Mail any person who has attended the institution within the past three quarters registration materials.
	11. Follow-up on former students to ascertain their career status and its linkage to their educational experience.
	12. Operate a job placement service with the aid of a full-time person whose expertise lies in job placement.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

- Conclusions
- Essential Elements for the Coordination of a Retention Service
- Recommendations

CHAPTER IV

CONCLUSIONS

The first, crucial step in the recommendation to retention is to define it in a way that is comprehensible and measurable. Although volumes have been written about retention, the definition usually lacks sufficient precision to assure common measurement. Therefore, the Alabama State Task Force on Retention developed and adopted the following general definition:

> RETENTION: The re-enrollment of those students for whom continuance of their education at the college is appropriate to their stated goals.

To make this general definition uniformly measurable, a set of student educational goals must be established and used at all system colleges. For such goals to be realistic, they must reflect the students' perspective or be "student-directed." The student-directed goals developed by the State Task Force include:

I. General Intent. The general intent of my enrollment at this college is:

    __ A. To complete my educational training and earn a certificate, diploma, or degree.

    __ B. To prepare for transfer to another college/ university.

    __ C. Other.

II. Educational Goal. My educational goal at this college is to:

    __ A. Earn the Associate in Arts degree.

    __ B. Earn the Associate in Science degree.

    __ C. Earn the Associate in Applied Science degree.

    __ D. Earn the Associate in Applied Technology degree.

    __ E. Earn a Diploma.

__ F. Earn a Certificate.

__ G. Obtain courses transferable to another college/university.

If G, how many credit hours are desired.

  __ 1. 5 to 48 credit hours (one year or less).

  __ 2. 49 to 95 credit hours (more than one but less than two years).

  __ 3. 96 credit hours (two complete academic years).

__ H. Obtain knowledge/skills necessary to gain employment.

__ I. Obtain knowledge/skills necessary for job advancement.

__ J. Obtain knowledge/skills necessary for personal enrichment.

__ K. Receive financial assistance such as VA benefits, BEOG, social security, or JTPA.

__ L. Undecided.

__ M. Other (please specify) ________________________.

Individual colleges would need to select from this second list those items appropriate to its mission, role, and scope.

Each student entering a state two-year college should specify their educational goal. Quarterly, each student should be required to confirm or change the educational goal, with at least the initial and the current goal being included in the student's permanent file/record.

Rather than delineating the types of analyses made possible by specifying student-directed educational goals, it will suffice here to state that without these goals only a gross retention rate can be calculated which provides little information to direct management action or to guide specific intervention. With these goals, individual and group strategies can be developed, monitored, and evaluated so that continuous improvement in interests and services can be made and so that student retention and success rates can be increased.

College Responsibilities. The college has two major responsibilities to students in regard to their educational goals. The primary responsibility is to work with students to assist them in achieving their stated goals. This must be done not only by providing instruction and services of high quality but also by intervening with individuals and groups of students based upon their character, actions, and needs to encourage and sometimes require actions that will help to assure their success. The research on retention and student success now provides clear guidelines for such intervention, the strategies and tactics in this report provide further assistance, and the knowledge and experience of faculty, staff, and students on each campus provides even more.

Secondly, but significant, responsibility of the college is to help assure that students have selected the most realistic and appropriate goal for their abilities and interests and for their long-range success. A very large percentage of college students enroll without certainty of their goals, particularly their career goals. Establishing a specific commitment is critical to any endeavor, but commitment is not possible without a goal.

Each college has established a set of educational goals for students represented by the certificates, diplomas, and degrees specified in the college catalog. These college-directed educational goals were developed through the expertise, experience, and wisdom of the most knowledgeable individuals both inside and outside the college and with longer-range success in mind. The college has an obligation not only to assist students in setting an educational and career goal but also of encouraging the highest educational goal achievable by the students that will generate the greatest career success.

This encouragement to commitment to the highest appropriate goal may be the single most important retention and success strategy. It is in the best interest of the student, the college, business and industry, and the State of Alabama. The highest appropriate goal will almost always be a college-directed goal. When the student-directed goal is identical to a college-directed goal, students automatically have a commitment to the college as well as their own success period. The creation of a mutual commitment by the student and the college is the key to retention.

Focusing on Retention. Once retention is defined, it is clear that retention and student success are inseparable. Because student success and institutionable effectiveness are synonymous, the Alabama State Task Force on Retention trusts that through this report it has been demonstrated beyond action that retention should be made a management priority. Further, we trust that the report, these concluding remarks, and the essential elements of a coordinated retention service and the recommendations which follow illustrate that focusing on retention is more than a management strategy or tactic. Focusing on retention is a comprehensive management approach involving everyone on campus and aimed at the heart and sole of our mission: student success.

ESSENTIAL ELEMENTS FOR THE COORDINATION OF A RETENTION SERVICE

In summary, the State Task Force on Retention has identified the following elements which we believe to be critical to an effective student retention service program:

- Institution-wide commitment to retention with retention as a management priority.
- Coordination of data collection and dissemination.
- Provision for adequate student support services.
- A systematic marketing plan.
- Monitoring and selling student success stories.
- Comprehensive assessment and placement programs.
- Student oriented admissions/registration/business office procedures.
- Comprehensive advising and orientation programs.
- Comprehensive staff development program for orientation to retention-centered programs and practices.
- Student follow-up system.
- Student success tracking system from goal identification to follow-up contact.
- Provision for effective teaching environment.
- Job placement program.

ALABAMA STATE TASK FORCE ON RETENTION RECOMMENDATIONS

RECOMMENDATION ONE: Each Alabama community, junior, and technical college should conduct a comprehensive, participative study on all college programs and services using the College Retention Self-Study Process.

Through a unanimous vote of the Joint Council of Presidents, the State Task Force on Retention was formed, and retention was made a state priority for the Alabama two-year college system. The State Task Force on Retention then developed the College Retention Self Study Process as the most effective means for establishing college wide awareness of and commitment to retention and student success.

The College Retention Self-Study Process was designed (1) to elicit broad participation of faculty, staff, and students, (2) to create more effective solutions by drawing upon the experience and expertise available on campus, (3) to generate awareness, commitment, and ownership through involvement, (4) to focus on instruction and services from the student perspective, and (5) to emphasize functions and issues that can have the greatest impact on retention and student success.

Five pilot colleges have now implemented the self-study process and testify to its significant effectiveness. The faculty and staff at each college have gained a marked commitment and enthusiasm for the retention effort and a renewed emphasis on student success. The value and number of the strategies and tactics which were generated through this process and which are depicted in Chapter III of this document provide further validation of its merit. Conducting this self-study process at each college can clearly have significant impact in improving instruction and in insuring student success.

RECOMMENDATION TWO: Each Alabama community, junior, and technical college should establish a coordinated retention service as a management priority.

Retention is not a goal but the by-product of improved services to students. By focusing on retention as a commitment to student success, every facet of the college can be improved. Retention affects every instructional program and every function performed by the college. Retention is everyone's responsibility and requires everyone's awareness and commitment. Retention is essential not only to individual student success but also to institutional success. It clearly deserves management priority.

As with any function, specific responsibility for retention must be assigned to specific individuals, and procedures, activities, and results must be monitored and evaluated. Whether the president assumes the central responsibility or delegates it, the retention service must be coordinated, and the coordinator must have the authority to be assured that retention will receive emphasis, that delegated assignments will be performed, and that needed information will be openly and freely communicated.

To assure this level of coordination requires a plan and a process for its periodic refinement. RECOMMENDATION ONE is essential to gaining college wide awareness of and commitment to retention and to generating the ideas and ownership necessary for an effective, sustained, coordinated retention service. The following three recommendations are essential to establishing the core mechanisms necessary for monitoring, intervention, and feedback for revision. These efforts create the core around which a myriad of retention strategies and tactics can be devised and implemented.

Establishing a coordinated retention service and making it a management priority is the heart of the State Task Force recommendations. It is guaranteed to pay dramatic dividends.

An effective retention service cannot be dictated but must be led. Every employee knows that management collects information about what management values. This will bring results. But genuine commitment to retention and student success is critical and cannot be mandated. The leadership challenge is to create an environment that recognizes and rewards caring and competent faculty and staff for their commitment to individual student success.

RECOMMENDATION THREE: A common set of data elements should be identified and collected systemwide for monitoring, analysis, and research of student retention.

Establishing student success and retention as a system priority requires that selected data elements be collected statewide and included in the state electronic management information system. This effort is necessary not only to assure that each college maintains retention as a priority but, more importantly, to permit and assist colleges in working together to solve common problems by providing common terms and definitions for communication.

Because of the complex and technical nature of this effort, the State Task Force also recommends that the project be coordinated and developed by the management information system staff of the Alabama Department of Postsecondary Education in concert with a committee composed of their institutional MIS counterparts as well as members of the State Task Force on Retention. Furthermore, the State Task Force recommends Guidelines for the Development of Computerized Student Information Systems as the beginning point for project development. Guidelines was prepared by The League for Innovation in the Community College and is wholeheartedly endorsed as an exemplary implementation guide.

RECOMMENDATION FOUR: Each Alabama community, junior, and technical college should establish a "Student Success System" to monitor and promote individual retention and goal accomplishment.

To effectively coordinate retention services requires a comprehensive data base of student information which reflects individual student progress toward their stated educational goals or which indicates a likelihood (predictability) of failure or drop-out. "Student Success System" is the term endorsed by the State Task Force to represent a structured component of the student information system that is designed to monitor specific checkpoints which indicate whether or not students are meeting their self-stated goals and whether or not students are receiving needed and/or desired institutional services essential to meeting those goals. The "Student Success System" is also comprised of a corresponding set of procedures and intervention tactics which have been designed to promote recruitment, retention and success at all phases of a student's involvement with the college.

Again, Guidelines (referenced above) is endorsed strongly as an exemplary guide from which to develop the more comprehensive institutional student information system as well as this component to be known as the "Student Success System." Extensive collaboration among institutions is strongly encouraged in the development of both. More specifically, the State Task Force recommends the creation of consortia of colleges with similar student clientele and similar mixes of programs and services for joint development of these systems.

Traditionally, the responsibility for student success at most colleges and universities had rested exclusively with the student. The "Student Success System" will permit a more vital interaction between the college and each individual student, thereby creating a more "caring environment" and a shared responsibility for student success.

RECOMMENDATION FIVE: The Chancellor of Postsecondary Education should establish a state task force to adopt, adapt, or develop a follow-up system to monitor the success of non-returning students and graduates to be implemented at each college.

The follow-up of non-returning students and graduates has been a commitment of Alabama two-year colleges from their inception. Yet despite continuing efforts by individual colleges using several alternative systems, response rates and information value remain unsatisfactory. What appears to be needed is a statewide development effort drawing upon not only two-year college resources but also those of state government agencies, four-year colleges and universities, business and industry, and professional associations.

Effective follow-up is essential to at least three major functions: (1) provides an evaluation of retention services and student success, (2) provides information critical to institution credibility, marketing, and other pre-enrollment services, and (3) provides data and ideas necessary for continuous improvement of both instruction and support services. In brief, follow-up completes the process cycle essential to effective management and continuous campus-wide improvement.

APPENDIX

#1

(SAMPLE)

COURSE AND PROGRAM PLACEMENT STUDENT PROFILE

Date Profile Generated: __________

Name ______________________________ Advisor's Name __________________

Address ___________________________ Division _________________________

____

Telephone Number _______________ Student Number __________________

Date Enrolled ______________ Date Coursework Begun ______________

Major ____________ Goal ____________ (Give Goal checked on application or registration form)

Native Language ____

High School Average in the following:

English _____ Years Taken _____

Math _____ Years Taken _____

Financial Aid Status: Applied for Financial Aid ____ Yes ____ No

Awarded Financial Aid ____ Yes ____ No

Denied Financial Aid ____ Yes ____ No

Assessment Tests Taken: _____ Yes _____ No Date Taken: ______

Assessment Test Results: Math Placement ______________________

English Placement ____________________

Reading Placement ____________________

Preenrollment Orientation Participant ____ Yes ____ No

Freshmen Orientation Course Completed ____ Yes ____ No

Services/Information Requested: (i.e. Help with study skills; Help with finances; Special help with reading, math or writing; Information about Student Activities; Information about part-time jobs; Counseling services; etc.)

____

____

____

Cumulative G.P.A. (College): ____________________

Courses Completed Credited Toward Major	Other Courses Completed	Courses Lacked For Major

Courses In Which Currently Enrolled	Mid-Term Grades	Absences Mid-Term

#2

ORGANIZATION OF INSTITUTIONAL TASK FORCE ON RETENTION

INSTITUTIONAL TASK FORCE ON RETENTION

INSTITUTIONAL COMMITTEES

I. PRE-ENROLLMENT PHASE

- Pre-Enrollment Committee

II. ENTRY PHASE

- Academic Advising Committee
- Course and Program Placement Committee
- Admissions, Registration, and Financial Aid Committee
- Orientation Committee

III. ENROLLMENT PHASE

- Instructional Strategies Committee
- Education and Career Services Committee
- Instructional Relevance Committee

IV. POST ENROLLMENT PHASE

- Post Enrollment Committee

V. DATA SERVICES

- Data Services Committee

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